



MAY, 1959

the **ATA**  
magazine



# SUMMER JOB OPPORTUNITIES

## FOR TEACHERS IN ALBERTA

### Pleasant, Profitable, Educational Work

A Marshall Field family-owned enterprise has openings for teachers in interesting vacation positions in the educational field. Fascinating work. If you qualify, you will work on a *guaranteed income* which will substantially supplement your present salary. Training at the close of the school year at company's expense. Permanent positions for those showing leadership, ability. Personnel Manager will be in or near your community for personal interview in the near future. Clip coupon today and air mail for a prompt personal reply.

### CLIP AND AIR MAIL COUPON TODAY

Personnel Manager, Suite 809  
321 Bloor St. E., Toronto 5, Ontario

I am interested in learning more about the summer opportunity described in your ad and would like to receive complete information. I understand this places me under no obligation whatsoever.

LAST NAME

INITIAL

FIRST NAME

MR. MRS. MISS

RESIDENCE ADDRESS

TOWN

PROVINCE

PHONE NUMBER

PRESENT SCHOOL POSITION

GRADE OR SUBJECT

NAME OF SCHOOL

SCHOOL ADDRESS

SCHOOL CLOSING DATE



To make learning  
more interesting



from **GAGE** . . . .

**“Working with  
Words and Ideas”**

(HAROLD H. BAKER)

**BOOK 1 — BOOK 2**

**Workbooks to accompany Words and  
Ideas — Books 1 and 2**

Approved for use in Alberta schools

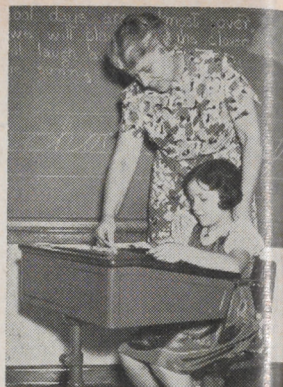
*Please order directly through the School Book Branch,  
Edmonton*

**GAGE**  **TEXTBOOKS**  
DIVISION OF W. J. GAGE LIMITED  
Box 550, Scarborough, Ontario



# THE MONTH'S COVER STORY

Yes, school days are almost over. For the pupils, these are the days of track meets, softball, commencement exercises, and, last but not least, study and review for those final tests. And the teachers? There's that worn and harried look.



## ATA EXECUTIVE COUNCIL

### Executive Officers

<b>R. F. Staples</b> Westlock	President
<b>A. D. G. Yates</b> 14420 - 110A Avenue, Edmonton	Vice-President
<b>Inez K. Castleton</b> 2236 - 33 Avenue S.W., Calgary	Past President
<b>S. C. T. Clarke</b> Barnett House, Edmonton	General Secretary-Treasurer

### Staff Officers

<b>S. C. T. Clarke</b> General Secretary-Treasurer	
<b>F. J. C. Seymour</b> Assistant General Secretary	
<b>W. Roy Eyres</b> Executive Assistant	
<b>E. J. Ingram</b> Executive Assistant	
<b>J. D. McPetridge</b> Executive Assistant	

### District Representatives

<b>J. A. McDonald</b> 468 McCutcheon Drive, Box 556,	Southeastern Alberta Medicine Hat
<b>T. F. Rieger</b> Picture Butte	Southwestern Alberta Calgary City
<b>Elizabeth W. Duff</b> 4203 - 2 Street N.W., Calgary	Calgary District
<b>N. P. Bragg</b> Standard	Central Eastern Alberta Hardisty
<b>D. A. Prescott</b> 4601 - 48 Avenue, Red Deer	Central Western Alberta Edmonton City
<b>Frank Loeven</b> 12375 - 132 Street, Edmonton	Edmonton District
<b>H. C. McCall</b> Stony Plain	Northeastern Alberta Glendon
<b>A. J. Shandro</b> Glendon	Northwestern Alberta Fairview

## THE ATA MAGAZINE

F. J. C. SEYMOUR  
Editor

S. C. T. CLARKE  
J. D. McFETRIDGE  
Associate Editors

The ATA Magazine is the official organ of The Alberta Teachers' Association. It is published on the twentieth of each month, except July and August. Publication and editorial office, Barnett House, 9929 - 103 Street, Edmonton, Alberta.

Authorized as second class mail by the Post Office Department, Ottawa. Return postage guaranteed. Subscriptions, per year: members \$1.50, others \$2. single copy 25c.

Member of the Educational Press of America. Affiliated with the Canadian Teachers' Federation. Manuscripts, photographs, and drawings on educational subjects are invited, but the publisher assumes no responsibility for return or compensation. Opinions of writers are not necessarily those of The Alberta Teachers' Association. All correspondence should be addressed to the editor.

Notice of change of address, stating both old and new addresses, should reach the editor at least one month before publication date.





# the ATA

## magazine

### *Special Features*

- |    |  |
|----|--|
| 6  | The Road Ahead<br><i>Dr. M. E. LaZerte</i>                                     |
| 11 | New Directions in Principal Selection<br><i>Dr. Walter H. Worth</i>            |
| 13 | Woman's Role in the Modern World<br><i>Abraham L. Feinberg</i>                 |
| 16 | The Cave or the Open Road<br><i>R. S. Parry</i>                                |
| 20 | Teachers' Contracts<br><i>F. J. C. Seymour</i>                                 |
| 23 | Music in the Elementary Classroom<br><i>Alan A. Smith</i>                      |
| 26 | Don't Teeter on the Totter of Indecision<br><i>Dr. Van Miller</i>              |
| 29 | Some Implications in the Conant Report for Albertans<br><i>A. E. Henderson</i> |
| 30 | Information re Pensions  |
| 35 | Experiment in Morale Building<br><i>W. P. Fitzgerald</i>                       |
| 50 | Teachers' Directory  |

### *Regular Features*

- |    |                        |
|----|------------------------|
| 4  | Editorial              |
| 38 | The President's Column |
| 42 | Official Bulletin      |
| 43 | Our Library            |
| 44 | News from our Locals   |
| 47 | The ATA News Beat      |
| 62 | Our Readers Write      |
| 63 | The Secretary Reports  |

### *Official Notices*

- |    |   |
|----|---|
| 22 | Refund of Pension Contributions                                 |
| 32 | ATA Banff Conference  |
| 42 | Application for Pension by Retiring Teachers                    |
| 48 | Erratum   |
| 57 | Eligibility for Refund under Section 7,<br>By-law No. 1 of 1948 |
| 60 | Definition of "Teacher"   |
| 61 | Code of Ethics  |



# ATA Banff Conference

During the third week in August, The Alberta Teachers' Association will hold its eleventh annual Banff Conference at the Banff School of Fine Arts. In attendance will be representatives of local associations from all parts of the province.

Eleven years ago, the Executive Council of the day decided that the Association should endeavor to infuse new life and spirit into local associations. Among all the proposals advanced, the conference or workshop idea seemed best—a judgment which has been vindicated by its continuing popularity.

The general plan of the conference is to divide the representatives into four groups and to rotate these through four topical discussion courses: curriculum, public relations, group dynamics, and ATA policy and administration. Operating within the framework of the conference and yet independently is the publications course. Registrants spend Monday through Friday in the study of publications and the techniques of effective writing. Delegates actually write copy—indeed, some of their articles have appeared in *The ATA Magazine*.

An attractive part of the conference is the locale. Few organizations are blessed with so fine a setting. Most delegates live in the chalets, take their meals together, work together, and take side-trips together. As a consequence, they get to know each other quickly and drop the artificiality that plagues conferences of this type.

The Association attempts to provide top level consultants. What is to be done in each session has an



urgency because there is only the equivalent of a day to cover each topic. For many, the intensive and searching discussions are a new experience. They come, expecting lectures loaded with pearls of wisdom, and find instead that they are drawn into expressing opinions, telling how they run their local back home, and finding out how other people think.

The value of all this?—to provide locals with members who have new ideas, who have found out how to do things differently. An institution is about as good as its basic unit, and anything which can be done to improve the purpose and the quality of local and sub-local meetings will in the long run help the organization. Members who have attended the ATA Banff Conference learn that there is more to curriculum than just talking about it, and more to their organization than they thought. They learn from group dynamics why meetings fail, what makes people the way they are. And from public relations they begin to understand why someone has said, "it starts in the classroom".

There is no certain method of determining what actual value passes from delegate to local. In a way, the conference is a continuing inservice education activity dedicated to the steady improvement of the quality of local leadership. Since the first conference, several hundred members have returned to their locals with fresh ideas and a better understanding of how to work in groups. To obtain the maximum value from this activity, locals should be certain to send a delegate each year. In this way a group of experienced members can be developed throughout the province.

Yet to be explored are better ways of using graduates of the conference. It is not sensible to give a member this experience and then not try to use the ideas gained. Perhaps local executives should set up a one-day seminar to study and discuss with their representatives the ideas and organization approaches flowing from the conference.

A vital institution never stands still.



Tell me what our colleagues are going to do in the next 25 years about methods and curricula, and I can make a shrewd guess regarding their salary schedules, prestige, and professional status in 1985.

**A**S a subject, "the road ahead" could deal with probable changes during the next 50 years. But some of us may not be around in 2009 to check on the accuracy of any prophecies. So, why take 50 years? Why not take 25 years and consider a few goals the profession might reach by determined effort continued throughout the period!

The platform written by the Alberta Teachers' Alliance about 1920, in the first years of its existence, committed it to an action program which culminated in *The Teaching Profession Act*, automatic membership, the organization of large units of school administration, and a Faculty of Education responsible for the training of all teachers. What an imaginative program that was! The dreams of 1920 were all realized between 1940 and 1945. Perhaps one of the steps on the road ahead should be to draft planks of a similar program. On the other hand, there is urgent need to take a studied look at a few current problems relating to curricula, teaching personnel, and

school finance—real problems that should be studied seriously by someone.

## Curriculum in the classroom

What lies ahead in the field of curriculum building? Surely, not a continuation of present practice which, if properly named, would be called course-of-study-building, an activity in which so-called curriculum committees pool personal opinions regarding the allocation of topics to given grades and subjects, assigning topics to Grade V that could be mastered in Grade III and others to Grade IX that should be postponed until later years.

Today, there is plenty of course-of-study-making, but little curriculum building, if you accept as a definition of a curriculum, "the sequence of experience that forms the personality, the total self of each child". One makes a course of study but discovers a curriculum. Society dictates the subjects and topics that should be taught in its schools, but only teachers can determine the curriculum.



# Road Ahead

M. E. LaZERTE

Curriculum building is possible only by teachers who have mastered relevant subject matter, who see its organization in terms of basic concepts, have organized these concepts in sequential order, know the ability of pupils of different levels of intelligence to master these concepts, and, finally, have arranged different sequences of experience for gifted children, for those of average intelligence, and for those of less ability. This can be done only by teachers who, day after day and year after year, experiment with different methods, try different organizations of subject matter, and determine the relative difficulty that the mastery of given ideas and concepts presents for different levels of ability.

Let us take one topic from arithmetic—the area of rectangles—and illustrate by a condensed list of questions, the information the teacher and curriculum builder would discover only by classroom experimentation. We might ask the following questions.

- Where does the topic fit into the sequence of quantitative concepts pupils should master between Grade I and Grade XII?
- What experiences should the pupil have before meeting the formula  $A=1w$ ?
- What are the relative merits of the inductive and deductive methods of presentation? How much of each should be used with whom?
- What percentage of pupils in the time at class disposal should know
  - the area of a rectangle if its length and its width are given?
  - the area of a rectangle where perimeter is 20 inches, the maximum area of such a rectangle, the conditions under which the area is at a maximum, the minimum area of such a rectangle?
  - the relationship between the area and the length in all rectangles that have a perimeter of 20 inches, the method of showing this relationship graphically?

How many teachers can answer these questions in their first year of teaching, in their fifth year, in their tenth? How much much investigating must be done before evidence is 'on hand'? If a similar list of questions were to be asked regarding each topic of each subject in each of Grades I to XII, how many answers would be on file?

Curriculum builders need this type of information. How many of us have it? If all teachers were wrestling with these problems every day, we would hear less about merit rating—all would be underpaid; few objections to the single salary schedule — differences in difficulty of teaching different grades would disappear; less objection to homogeneous grouping—such grouping would be considered imperative; and less grumbling about matriculation standards. There would be fewer retarded pupils and few drop-outs from all grades.

For too many certificate holders, teaching today is a job, not a profession. What has been suggested will seem unreason-



able to many, but until these suggestions are taken seriously, teaching will continue to be the bottom rung on the ladder of professions.

Short teacher-training programs and low standards of entrance to the profession will disappear when teaching becomes an activity which cannot be conducted by the unqualified. Why is it that many permit-holders can, without teacher training, give service about as satisfactory as that given by many graduates of teacher-training colleges? Why are parents not conscious of the shortcomings of the underqualified? In the second or third year of teaching, how does the work of an arts graduate who has had teacher training differ from that of a graduate without professional training? Could an observer clearly distinguish between the two?

We profess to teach. For us the most important qualification is knowledge of know-how. Teaching must develop a methodology worthy of the name. The sum total of tested methodology now current would fill only a very small textbook. Methodology courses in teacher-training institutions lack content, value, and prestige.

A statistical study in a Western Canadian city completed early in 1959 proves conclusively that the enriched courses as conducted were inferior to the augmented type of curriculum in which additional subjects of the next succeeding grade supplemented the usual grade offerings. What's wrong with the enriched programs? Why have we no curricula to tax the capacity of able students? Bright students, who should be analyzing, studying, and mastering relationships of an appropriate level of difficulty, are being asked merely to read and remember supplementary, factual subject matter of low level difficulty.

Curriculum making and good teaching have common roots. Teachers should embark immediately on a serious study of the know-how of instruction. We know less about this than about any other phase of our business. One may maintain good discipline, assign lessons, hear

Dr. LaZerte, a noted Canadian educationist, will retire this year as dean of the Faculty of Education, University of Manitoba. This fall, he will undertake a study of the education system in Prince Edward Island. This article is adapted from his address at the banquet of the 1959 Annual General Meeting.

---

recitations, and administer a school effectively, and yet know little about methodology. Only through study, investigation, and experimentation can ideas, concepts, and generalizations be sequentially organized in terms of their inherent difficulty, the past experience, and the present capacity of students.

Members of teachers' associations must, in the next 25 years, reach a level of competence in instruction comparable to the level they have reached in the last 25 years in collective bargaining for better working conditions, salaries, pensions, and group recognition.

### Certification of teachers

Let us leave curricula and turn for a few minutes to the problems relating to teaching personnel. Any suggested change in qualifications of personnel should improve the selection, education, and training of those entering the teaching profession and should retain in service those who complete certification requirements. Screening committees in teacher-training institutions might be fairly effective if candidates coming to them met respectable academic standards.

In 1956-57, 19 percent of the teachers in Canada had less than Grade XI education; 42 percent had not completed Grade XII; in the four western provinces, these percentages were 4 and 20 respectively.

Is there a simple solution to this certification problem? There is. It is a solution that wouldn't close a single school, lower the status of teaching, or be an insult to qualified teachers. It is merely



necessary to set a desirable standard of certification and respect it by giving permits to the unqualified and certificates to the qualified. There cannot be a single non-political argument against this practice.

The minimum standard proposed for the present by the Canadian Education Association, the Canadian Teachers' Federation, the Canadian School Trustees' Association, and the Canadian Conference on Education is senior matriculation followed by two years of further education and training, one in arts and science, the other in professional subjects. Why do provincial governments so persistently insist on giving certificates to the unqualified? The practice, of course, hides the teacher shortage and pacifies the public, but it solves nothing because it lowers the average quality of instruction in the schools.

In addition to raising standards and lengthening programs for entrants to the training colleges, something should be done to the training colleges themselves. Their practice and their theory are divorced. Those who tell trainees what they should do have no responsibility for doing it themselves. Shouldn't each instructor in methodology courses be a classroom teacher, responsible for the progress of pupils through the grades? Should there be two staffs, one in the college and one in the demonstration school, or should all instructors be members of the college staff, sharing alike the responsibility for the instructing of grade pupils and teachers-in-training? If all grade teachers in the demonstration school were staff members of the training college, theory and practice would be integrated. Teachers of methodology courses in the training college would be grade teachers also; trainees would then observe theory in action. The training college staff would be responsible for the instruction, progress, and promotion of all pupils in the demonstration school. We must dovetail theory and practice in the teacher-training institution by having a joint staff, responsible for the training courses in methodology and for the

actual teaching of pupils in Grades I to XII.

### Educational finance

Let us now turn to the third problem, educational finance. The *British North America Act* prescribes that—

In and for each Province the Legislature may exclusively make laws in relation to education, subject and according to the following provisions . . .

Nothing was said about financing education which, at that time, cost very little indeed. The provinces passed the major responsibility for financing education along to municipal governments. Because school costs were low, they were met by fees and voluntary contributions. Slowly and after years of argument and dissension, local districts accepted two very important principles. The first was that schools were to be financed by taxation on assessed values of real property, and the second was that there was to be equalization of responsibility for taxes. A uniform tax rate was to be levied against all real property owners in each district regardless of the number of children of the owner of any particular piece of property.

Today, a hundred years later, our two most troublesome problems in school finance are rooted in variations of these same two principles—support of schools by revenue from local taxation and equalization of the tax rates.

In nearly all provinces, the area to which the principles apply has ceased to be the local school district, 20 to 30 square miles in area, and has become the school division, the township, the county, or other large unit. Education is no longer a local responsibility to be paid for mainly by local taxation; it has become a major social service. The demands on the schools are not those of the local districts, they are the result of provincial and federal requirements. Every school is educating for citizenship in a world community. School costs should be shared more equitably than now by all citizens.

Two questions need to be answered about school finance today. First, what



percentage of school costs should be borne by the local unit and what percentage by the provincial government? Secondly, over what area should educational opportunities for children be equalized and responsibility for school support equalized for ratepayers? Some districts and areas have assessments per classroom five or ten times as great as have others; some districts offer a school program that costs four or five times as much as that offered in others; some ratepayers pay taxes at rates many times higher than those paid by residents of other districts.

As a result of these conditions, we are confronted with some serious problems.

- Should there be a basic program defined in terms of cost per pupil or in other concrete terms, which would be the minimum program that any district would be allowed to provide?

- Should all real property in the province contribute at equal rates towards the cost of that program?

- To what extent should the tax base be broadened? What percentage of approved school costs should be met by provincial grants, grants which equal the difference between the total cost of the foundation program in all districts and the yield of the general property tax?

- Should all provincial grants be used solely to raise the level of the foundation program, while allowing each school area to offer programs above the level of the foundation program?

- Should the province pay five, ten, twenty or more different grants or should local boards be given one grant only, an equalization grant? Should full local autonomy be given the board in deciding how all revenues should be spent? Should there be more decentralization of educational control?

Teachers as a group will do well to put some of their professional energies into the answering of these vexing questions of educational finance.

### Problems for investigation

Leaving the problems of curricula, teaching personnel, and finance, we find

other areas which must be explored in the next 25 years.

✓If there were a Council of Education in each province, independent of the government of the day, would political factors have less influence than at present in determining educational policies? If departments of education were willing to relinquish a little of their control over education and to strengthen local autonomy, the suggested councils could be fact-finding bodies with up to the minute data on file to serve as the bases for change in educational policies. Governments must keep control over education and find ways and means of financing it. This they could do through accepting the recommendations of representative councils of education that would truly reflect enlightened public opinion on matters such as: standards of certification; the current level of the foundation program; the percentage of school costs that should be borne by local districts and by provincial governments, it being assumed that this percentage should vary from time to time with changing economic conditions. The Province of Quebec has such a council—two, in fact—one administering Catholic schools, the other, the Protestant schools. A recommendation was made to New Brunswick's Royal Commission that such a council be appointed in that province.

✓Can merit rating find a place in future salary schedules?

✓For what grades and parts of the school program will television find an accepted and permanent place in teaching?

✓Will the school day be lengthened, the school year? Are we likely to adopt a quarter session system that will keep the school plant operating twelve months of the year?

✓Should each teacher instruct pupils of all grades in his special subject? What evidence have we to justify our present practice of one teacher, one grade?

✓Are we to have in Canada a graduate school that will crystallize for graduate students, Canadian thinking regarding philosophy of education, educational psy-

*(Continued on Page 49)*



# New Directions in Principal Selection

**P**RINCIPAL selection and leadership development are an integrated and continuous operation. Both are needed to provide well-trained and capable principals for Canada's rapidly expanding schools.

Recently there has been considerable emphasis on one aspect of this process—leadership development. Province-wide leadership courses for school principals have emerged in Alberta, Ontario, Saskatchewan, Manitoba, and British Columbia. Many local authorities, like the Etobicoke and South Peel Boards of Education in Ontario, are conducting executive development programs. A Canadian centre for graduate study in educational administration is being developed at the University of Alberta. But comparable progress does not appear to have been made in improving selection procedures for the principalship. This is unfortunate. For, in the long run, programs of leadership development are effective only to the degree that they involve the personnel most likely to profit from them. Moreover, since many principals are appointed without the benefit of the screening provided by such programs, improved selection procedures are vitally needed to ensure the appointment of those having the potential to perform effectively in the principal's role.

**WALTER H. WORTH**

Selection procedures need to be improved through research and experimentation in two directions. Existing procedures should be re-examined to determine if they include any elements which tend to hinder the selection of suitable personnel. Research in the United States suggests that this is apt to be the case (5, 7, 9, 13). Often undue emphasis is placed upon factors, such as length of teaching experience, age, and sex, which are not significantly related to principal effectiveness.<sup>(12)</sup> Thus it is highly possible that existing procedures are not providing the political-proof merit selection that the principal's strategic role now demands.

Attempts should also be made to develop and introduce in the selection process new components of demonstrated validity. One such might be written essay or objective-type examinations (1, 8). These could be particularly useful as a preliminary screening device for they provide an efficient and economical method of judging certain qualities, like professional knowledge, on a comparable basis (6). Illustrative of such examinations is the battery of tests prepared by the Bureau of Educational Research at Ohio State University (10). The objective tests cover ten areas—general administration, child development, curriculum, evaluation, guidance, instructional materials, methodology, public relations, professional relations, and supervision. The problem-centred essay examinations contain questions like the following:

The teachers and principal of Roosevelt School agreed that their professional-group study for



one year should be directed toward "the gifted child and his needs in our school".

The staff agreed further that the principal would make proposals for a series of six faculty meetings within a three-month period to explore the problems. As the principal what topics would you propose as being important for such meetings? Give in some detail reasons for your choice of topics. Under each topic, list a series of questions which ensure effective discussion of these topics.

Another component of the selection process might be derived from instruments which have been shown to be effective in predicting success as a principal. For example, attitude scales, like the one developed in the Cooperative Program in Educational Administration sponsored by the Kellogg Foundation at the University of Georgia, might be constructed for use in screening applicants for principals' positions (12). Standardized tests of contemporary affairs, or the Miller Analogies Test, which are indicated as being helpful in predicting administrative performance, might also be worthy of use. (11).

A further component related to leadership potential could be introduced through the application of the leaderless group discussion technique which has been used rather extensively in industrial and military circles.<sup>2</sup> This technique provides for the observation and rating of candidates as they carry on a group discussion for which there is no designated leader. Those who emerge as effective leaders during the experiment are considered to have high leadership potential. An extension of this technique could include role-playing situations in which the candidate's ability to "think on his feet" might be evaluated, as well as certain other abilities and attitudes.

In the search for ways to improve selection procedures for the principalship, Canadian school workers may well profit from research elsewhere. (1, 5, 7, 9, 13). Also noteworthy in this connection, is a new method of testing potential school principals being experimented with at Teachers College Columbia, in cooperation with the United States Office of Education and the Educational Testing Service. (4) The test is a five-day project. The person taking it is, in effect, placed in the

Dr. Worth returns to the staff of the Faculty of Education, University of Alberta this September, following completion of studies at the University of Illinois. He is well-known for his work in pioneering the Leadership Course for School Principals in Alberta. This article is reprinted from the April-May, 1959 issue of *School Progress*.

---

principal's chair in a simulated school and asked to handle tasks similar to those he would face as the new principal of an actual school. Following a briefing on the nature of the school system and the community which it serves, the applicant is given a sheaf of mail, reports, and telephone messages and asked to act on them. He is required to write a speech to the local home and school association, an autobiographical sketch for the local newspaper, and an article for the school magazine or newspaper. After watching kinescopes of three beginning teachers conducting their classes, he is requested to outline the interview he would have with each teacher. In addition, he is exposed to tape recordings of conferences on current school issues and asked for his reactions to them.

Of interest too, is a California proposal aimed at providing a detailed case study of each candidate both for the purpose of initial selection and for indicating the kinds of leadership development activities he will require. (3) The profile suggested includes scores on the Thematic Apperception Test, the Miller Analogies Test, and the Minnesota Teachers' Inventory, as well as ratings by local administrators and classroom observations using instruments like the Anderson Dominative-Integrative Behavior Scale. Also included would be data from a psychiatric interview, a leaderless group discussion situation, and a structured interview by local school authorities.

It should not be inferred from this brief indication of a need for new direc-

*(Continued on Page 58)*



# Woman's Role in the Modern World

ABRAHAM L. FEINBERG

Rarely in history has woman been as free, expressive, and expensive as in the United States and Canada.

THE status of woman in the modern world is being compared to that of the female praying mantis who consumed her mate. Writers describe her as over-privileged, over-active, over-dieted and over-powerful. Everyone (particularly men) shouts that women wave the baton in America. To paraphrase a recent article, the favorite types are Mom, who, according to Phylip Wylie, strangles Sonny with her possessive love; Mrs. Clotheshorse, a glittering, bedecked and be-glamored creature of the fashion salon; Mrs. Club, who bullies mayors and cabinet ministers; Mrs. Money, who supposedly outlives her hard-working husband to spend 80 percent of the consumer's income; and Miss Bright Eyes, who inveigles the helpless young man into romance and early marriage.

Statistics give superficial proof of this exaggerated image. Rarely in history has woman been as free, expressive, and expensive as in the United States and Canada. The North American woman has become, on the surface, the envy of the unemancipated European housewife and peasant. One of the adjustment difficulties encountered by New Canadians is the completely different economic and

social position of woman. It doesn't require much time for the immigrant wife to demand the same rights as her Canadian sisters.

The woman of the United States and Canada is described as the "most continuous American revolutionary". It has been noted that there was a succession of revolts, as follows: first—suffrage, a long, hard-fought struggle for equal education, the vote, and the right to engage in certain professions and hold office; second—morals, directed against the double standard; third—manners, in which woman replaced hoop skirts with shorts, pink teas with cocktails, and bonbons with cigarettes; fourth—kitchen, a revolt of gadgets and canned foods, giving some women leisure and others time for outside employment; fifth—jobs, whereby women now comprise 30 percent of the American labor force and married women now outnumber single women in paying jobs.

Are women the dominant sex?

It is usually estimated that women control up to 70 percent of America's wealth (and probably Canada's), 80 percent of the saving accounts, 70 percent



of the insurance policies, nearly half of the nation's homes, three-fourths of the purchasing power, and more than half of the stock-holding power in gilt-edge corporations. Their life expectancy is several years longer. In 1951, there were 456,750 widows in Canada and only 86,000 widowers; during the past 30 years the number of widows has increased by 220,000 and widowers by only 60,000.

According to Canadian data, male infirmity is proven by the fact that three times more men than women commit suicide, six times more are alcoholics, seven times more are murderers, twenty times more are charged with violent crimes, and 118 men are in mental institutions compared with 100 women. (The disquieting news must be faced, however, that the disproportion in all these areas has begun to fade. Women with alcoholism and ulcers are on the increase.)

Yet our society is not a matriarchate! This image of a petted women who clips coupons is not real. Recently a journalist pointed out that most women hold purchasing power as wives or widows; they are disbursing, not owning, agents. The actual control even of female wealth resides with male bankers and trustees. Few women direct big corporations or form government fiscal policy. As for women in industry, most of them work not for fun but for a living, or if married, to supplement a husband's income too low for decency and proper education of children (although undoubtedly some take jobs for special comforts and luxuries, or to keep up with the Joneses).

A French writer, Ameury de Riencourt, lectures to large audiences who listen entranced when he says: "Man has become a member of an oppressed minority. Preconditioned to female dominance by his own mother, he is a volunteer for slavery." Yet women still earn about two-fifths the wages of men, their skills are chiefly confined to clerical, minor assembly-line, receptionist and domestic work, the 'extra' woman in our social structure is in a pathetic position com-

pared to the 'extra' man, and one seldom hears a man exclaim, "I wish I were a woman."

### Inferior economic status

Woman's inferior economic status is vividly illustrated by the continuing low salaries of the teaching profession. When the Russian sputnik hurled the West into a dither about the need for better education, and the schoolroom was pictured as the savior of democracy against Communism, the teacher began to hope that she would achieve her deserved status at last, and get a wage somewhat comparable to a plumber or mechanic. Educators are the most important profession in Toronto — no less than in Moscow! What shapes the future more surely than the minds of children?

Yet every suggestion about a raise in teachers' salaries is met with fear of raising taxes—and gorgeous new school buildings are constructed with little concern about attracting, with higher pay, a top notch teaching staff.

One potent reason for the low salary of public school teachers is the sheer fact that a large majority of them are women. It is a phase of economic discrimination. The effectiveness of our entire school system is endangered by the lower standard of female salaries, which habituates the public to a grossly underpaid teaching profession.

Woman's influence as a consumer was somewhat deflated recently. At an Institute for Better Living in Washington, the women unanimously asked designers for ovens at stand-up level so they wouldn't have to stoop down to the floor to baste a roast. But evidently it is more profitable to make the old style stove—and the request has been ignored.

### Woman's sacred trust

The basic fact is that talk about the superior or even equal power of women is futile as long as they have a biological monopoly on child-bearing. Nature decided that question aeons ago. It is not an issue of politics or economics



This article is reprinted with permission from The Educational Courier, the official publication of the Ontario Public School Men Teachers' Federation and the Federation of Women Teachers' Associations of Ontario. The article is adapted from an address delivered by Rabbi Feinberg of Holy Blossom Temple, Toronto, to the Women Teachers' Association of North York and Forest Hill.

---

or temporary social custom. The Life Force has chosen her as a sacred instrument—not for the production of material goods in a factory, but for reproduction, the renewal of the holy flame of life itself. Man was the hunter, explorer, adventurer—and woman the keeper of the hearth, the stabilizing, conserving, caring one who needed a fixed residence, routine, for her young. (One of the disruptive effects of modern industry is that it complicates this crucial female function by over-mobility of families. One out of six families in the United States, and perhaps nearly the same proportion in Canada, pulled up stakes and moved last year because of the shifting of personnel by companies and corporations.)

Child-bearing will always remain the central reality of life for women. It explains why women shield themselves from overwork in industry, safeguard their health, think more subjectively (not therefore less intelligently), feel instinctively, act intuitively, and react protectively and emotionally concerning their children—why they are by nature almost like a race apart from men. Their entire psyche coheres around a totally different drive.

It is nonsense to speak about the "battle of the sexes", when the most vital and necessary task of life — to reproduce itself — is the primal responsibility of one sex, and an auxiliary function for the other. As a poet said, "Love is to man a thing apart, 'tis woman's whole existence."

Sometimes we men develop an inferiority complex about our lesser role in the scheme of nature. We are necessary but secondary! Yet the physical helplessness of woman, resulting from the biological mechanism of child-bearing, her economic and emotional dependence on man, her elementary passion to preserve a settled, stable existence — all the fundamental inheritance of centuries — compel woman to exercise the utmost effort of mind and heart. For untold centuries, she has been compelled to overcome disadvantage by the maximum use of wit and will. In the evolutionary process, woman must be more competent and complex in human relations; she has been shaped by need. Nature required that she have more understanding, compassion, and respect for life!

The Biblical portion read in synagogues last Sabbath related the ages-old story of Jacob and Esau. Male psychiatrists are fond of saying that Rebecca was Isaac's dominant, aggressive wife who wanted to control the family fortune by getting the birthright for her docile son Jacob. This ancient tale can also reflect the higher sensibility of Rebecca. Isaac's favorite was Esau—the hunter, a man of violence, who destroyed life. Rebecca loved Jacob—the shepherd, the man of mercy, who preserved life! And this is woman's job today.

What are the great accomplishments in social reform? Civil service, prison reform, labor and social security, temperance, slum clearance and housing, settlements, public health, and movements for international organization! Did they not owe their impetus, and compassion, to women? The magnificent Cancer Hospital dedicated in Toronto last week was the work of inspired women.

### Woman's special tasks today

The special tasks of woman in our modern world are as follows.

One — reconstruction of the family as centre of life, loyalty and love. The home is not the only realm of woman—but it is her supreme realm. A mother working

*(Continued on Page 39)*



# The Cave

R. S. PARRY

Mr. Parry is a Calgary teacher. During the war he served with the Psychological Warfare Branch and Political Intelligence of the British Army in Africa and the Middle East. He took his teacher training in Scotland and came to Alberta five years ago. This article is a sequel to "Smith and the Slave", published in the March, 1958 issue of The ATA Magazine. The author's interest in educational philosophy and philosophical concepts of reality is evident.

---

SMITH was searching the hills, seeking the Philosopher. Not that he wanted to say how sorry he felt about the collapse in the cave—No! Smith was bored—and the thought had come to him to find the Philosopher, that he might talk with him, joke with him . . . yes, even annoy him, for as you know, it is a pleasant distraction for the indifferent young to tease the old and unsuccessful.

As he walked, he thought of the cave. He remembered the Philosopher explaining Progressivism—the activity, the shiny brightness. He remembered the Machine-Like Object giving warnings that Time might be an enemy of the On-Going. Then—with a great splitting and rending—the beautiful structure had disappeared in a rumble of rubble and dust.

He had left the Philosopher at the cave entrance and had gone home. As far as he could remember, the Philosopher had turned and had gone uphill. But where to? Where was he now? It was a tedious task this striving over hill and dale—and the sun was hot. Smith was about to give up the search when, climbing a rise, he spied what he thought to be his quarry in the valley below.

It was a lovely valley, covered from edge to edge with deep green grass. A path strode from end to end of its luxury, twisting, rising and falling, going straight up the search when, climbing a rise, he spied what he thought to be his quarry in the valley below. Numerous caves nestled cosily in the valley sides.

Smith plunged downhill—much like a falcon making a playful stoop. As he approached, he saw that it was indeed the Philosopher and that he was working at something beside the main path. Nearer still, and he could see a table covered with little piles of paper; beside the table was a great vat of clay.

"Gone the steel and chrome of the cave," thought Smith. "Reduced to the humblest of working materials. So are the mighty fallen." Aloud he said, as he stopped beside the Philosopher: "Hello, old man."

"Oh, it's you," said the Philosopher.

"Yes," said Smith, "and I would like to know what you are up to."



# or the Open Road

The Philosopher did not answer.

"Of course," said Smith, "after the fiasco in the cave you must wish to remain silent."

"The occurrence in the cave did not constitute a fiasco," said the Philosopher, speaking slowly, deliberately, making each word very clear and distinct.

"Oh, no?" said Smith. "If that wasn't a fiasco—what was it? A victory for Reason?"

Of course, Smith himself did not know what he meant by this question, but walking in the hills had warmed his blood and he felt his old precocious self again. Anyway, the words sounded important. He said them over to himself once more: "A victory for Reason."

The Philosopher ignored him.

Smith took up a piece of clay from the vat. He rolled it in his hands; then threw it into the air. He watched it soar. Up and up it went in a beautiful spiral.

"It is the job of philosophers to philosophize," said the Philosopher. Smith wasn't listening. He was watching the piece of clay. Coming out of the spiral it was moving up and down in graceful curves and twists. Gravity seemed to have no control over it. With a final elegance it plunged into the vat.

Smith could only stand and stare. "Satisfied?" asked the Philosopher.

"Not exactly," said Smith, finding his voice and determined to do his best to upset the Philosopher despite the be-

wildering piece of clay. "The cave . . . that fiasco . . . all those who perished?"

"No one perished," said the Philosopher. "What you saw there was a theory. What happened was just the collapse of a theory. Its collapse taught me to search elsewhere."

"A theory?" said Smith. "Just a theory?"

"And what's wrong with a theory?" asked the Philosopher. "It has been said that theory is, in the end, the most practical of all things."

But poor Smith could not hear the Philosopher for he was undergoing his second shock. The Machine-Like Object had appeared. Then it had disappeared—and it kept appearing and disappearing in a most baffling manner, which kept Smith staring and wondering.

Sometimes it would come with clay for the vat; sometimes it would rearrange the paper on the table. Then—almost at the same time it would seem—it would show at a distance, on a path, on the hillside, or beside a cave. The more Smith stared, the quicker it came and went. After a while it dawned on Smith that the Machine-Like Object wanted it to be understood that it was the Philosopher's helper; that the Philosopher could hardly get along without it.

And it kept changing shape—and making statements. "Yesterday", it declared; then "one minute after midnight", it said; and "tomorrow", "April 21, 1782",



"any time will do", "perhaps—whenever you say so", "February 15, 1564", "10 years after Salamis", "five minutes?—it seemed like hours", "synchronize your watches", "with the speed of a train", "470 B.C.", "time marches on", "there goes the five-minute whistle", "ten after Santa Claus".

This last remark sounded so silly to Smith that he laughed.

"It is good to hear you laugh," said the Philosopher. "Laughter is a catalyst that hastens sense out of everything."

Smith understood this remark no better than he understood the mutability of the Machine-Like Object, but he could see that the attitude of the Philosopher had softened, so he asked: "But what are you up to?"

"I am planning a new philosophy," said the Philosopher. He hesitated—then, stimulated by Smith's silence, he continued: "I am not sure that you could call it a philosophy exactly . . . Let me explain." He waved his arms to draw Smith's attention to the valley and all that was in it. "I took over this valley, planted and modelled it as you see, hoping to use it thereby to illustrate more easily what I believe. The valley represents Life. Everyone must pass this way."

"Tao," said Smith rather meanly, scraping at the dirt of the path with his toe and remembering he had come here to bait the Philosopher.

"No," said the Philosopher.

"Shinto," said Smith, forgetting manners in his desire to vex.

The Philosopher suffered the interruption without comment. "My plan admits of Time and Space and allows for that which all men desire — Freedom," he went on. "First let me explain Time. Time is Relative. Time is what you make it. You can think of it in terms of time past or dwell in the future. You can tie past, present, future into any gloriously imaginative design you wish, or you can stay in the present for as long as you like. Time is not a master: it is a magnificently useful servant, to play with, to invent from; to enjoy; for man to make

use of in all kinds of ways, for all kinds of strivings or contentments."

Smith was conscious of the presence of the Machine-Like Object. It had a proud air, and Smith began to understand the meanings of its former gyrations.

"Now," said the Philosopher, "having accepted Time as relative, we must acknowledge that Space must be so as well. Look."

Smith did as he was bid, looking up and down the valley wherever the Philosopher pointed. In a very pleasant way, Smith saw the sides of the valley recede and come towards him; all the paths shortened and lengthened, widened and narrowed; the cave mouths became indistinct, yawned wide and clear by turns; insects in the grass loomed as large as elephants and rhinoceri, then lessened; and it was not long before Smith discovered that he could change the climate just by thinking that it was hot, cold, cloudy or sunny.

"Relativity in Time; Relativity in Space," said the Philosopher. "Since we acknowledge all men to be different then we must acknowledge that Time-Space is quite different for each one."

"Relativism?" said Smith, remembering the whirling patterns of the piece of clay.

"Not so," said the Philosopher, "for my plan will acknowledge absolutes."

"Monism?"

"Not so. Reality may also be relative."

"Eclecticism?"

"Neither that. This is no potpourri of philosophies chosen whimsically as food for the passive. Possibly it is no philosophy at all—rather it is the recognition that each man must choose his own or make his own if he can find none to suit him. It is possible to accept that there should be as many philosophies as there are individuals."

"Chaos!" said Smith—but the Philosopher went on: "Since Time and Space are relative, all else is too. Matter and matter, matter and mind, mind and mind, body and mind—call anything what you will. Values are relative. Good and good, good and bad, the ugly and the beautiful



—consider any combination in any juxtaposition you wish.”

“Then the mind is instrument?” slyly asked Smith.

“If you, for yourself, wish it so,” replied the Philosopher. He went on: “So, then, are philosophies relative: each within itself, to others, to the people who accept it and to those who do not.”

“Semantics!” said Smith, for after all he had searched out the Philosopher with the avowed intention of harassing him.

“Why must you try to classify everything?” asked the Philosopher. “Classify, classify—the heavy hand of Aristotle down through the ages.” He stopped speaking . . . and looked around. Smith thought he had the forlorn appearance of someone who had said too much.

“Forget it,” continued the Philosopher at last. “Forget what I said, but remember that classification too must be relative. It too may have its usefulness . . .”

“Pragmatism!” bellowed Smith.

“ . . . and uselessness,” said the Philosopher.

“Hegelian dialect,” insinuated Smith, well-knowing that purposely misunderstanding the Philosopher in this way would make him cross, for to be misunderstood would be bad enough but to be reminded of Aristotle—Smith having guessed the Philosopher did not have a high opinion of that philosopher—by hinting at the “golden mean” would be much worse.

It had the desired effect. The Philosopher danced up and down in rage. “What On-Goings,” said Smith; then thought the Philosopher would really explode. His face went purple and his veins stood out and Smith thought it was turning out to be a very worthwhile afternoon—until he noticed the Machine-Like Object was standing near, smirking and patient.

In time the Philosopher cooled down. He mopped his brow, blew his nose, flexed his arms, and began again to speak:

“And now,” he said, “let us talk about that which all men desire—Freedom. Do you agree that Freedom is desirable?”

“Yes,” said Smith.

“And to be free a man must be free to choose?”

“It would seem so.”

“Further do you agree that each man is distinct and apart from others? That he is an individual?”

“Yes, I do agree.”

“Then it is likely, is it not, that the choices will be as varied as the individuals?”

“It is a possibility.”

“Then let us consider how the choice may be made.”

Smith had wanted to keep vexing the Philosopher but as the questions continued, he began to wonder if the Philosopher could talk forever. Besides the Machine-Like Object kept being there.

“Look over the valley once more,” said the Philosopher. “The innumerable paths may be likened to the journeys men make during a lifetime. The caves may be likened to places of arrival and rest. A journey may, of course, be a passive going from one place to another; an expedition of gloom, joy, adventure, or misadventure. A place of rest may be a palace or hovel, church, or prison. Think of them as you will. All is relative.

“The paths may also be likened to questings, strivings, searchings of the mind—or soul, if you wish—and the caves to philosophies, for is it not the aim of all philosophies to shelter the mind and give it rest from turmoil?”

“So there is the choice,” continued the Philosopher. “A man may choose to rest or travel. He may shelter under one philosophy or go in search of another. He may make up his own. He may choose a cave, put up a sign and invite others to rest within. He may change from one to another often or seldomly. He may rest forever or search forever. He may choose the Cave of acceptance or the Open Road of adventure and doubt. The choice is for the individual—and with each recognition that it may or may not be made is Freedom kept alive.”

“Perhaps we have an absolute here,” said Smith, “. . . Freedom?”

*(Continued on Page 58)*



# Teachers'

F. J. C. SEYMOUR

## Engagement

- An application for a teaching position should be either by letter or by filling out an application form provided by the school board.
- If the school board offers the teacher a position following application, or without application, the teacher has eight days after the date of the board's offer to accept.
- When a teacher accepts the school board's offer, a contract has been made, and the teacher is bound to begin teaching on the day school opens in September.
- If the teacher does not accept an offer within eight days, no contract exists.
- After the eighth day the teacher may notify the board that he wishes to accept the offer.
- If the board, within four days after receipt of the teacher's statement that he wishes to accept the offer, notifies the teacher that he is under contract to the board, a valid contract has been made from the date of such notification.

## Termination of contract

### By a teacher

- No teacher shall give notice to terminate a contract effective in any month except July or August, unless he obtains the approval of the Minister of Education.
- A notice to terminate a contract must be given in writing and may be de-

livered in person or by registered mail, and, in the latter case, it is assumed that the notice has been given on the date of mailing.

- If a teacher intends to leave teaching, he must resign on or before June 15.
- If a teacher intends to enter a contract with another school board, he must give notice on or before July 15 of his intent to terminate his existing contract, provided, however, that if a teacher enters a new contract with another board, he must give notice of termination of his existing contract within eight days after the new contract has been made.

### By a board

- No school board shall give a notice to terminate a teacher's contract effective in any month except July, unless it obtains the approval of the Minister of Education.
- The school board shall give a notice to terminate a teacher's contract, effective in July, on or before the preceding fifteenth day of June.

### General

- Subject to the foregoing provisions relating to termination, either party may terminate a contract by giving at least 30 days' notice in writing to the other party.
- No teacher shall give notice to terminate a contract under which he has not yet rendered service until he obtains the consent of the Minister.



# Contracts

Every Alberta teacher should know the statutory requirements for engagement, termination of contract, termination of designation, and transfer. *The School Act* covers these matters in detail.

- Teachers are not required to resign at the request of a school board.
- Any teacher who is served with a notice of termination or who is asked to resign should contact head office immediately.
- All applications for a hearing before the Board of Reference must be filed with the Minister of Education not later than June 30.
- No application for a hearing before the Board of Reference shall be made in any case where the contract has been in force for a period of less than 12 months or in any case where the contract has been terminated with the approval in writing of the Minister of Education.
- A school board may suspend or dismiss a teacher summarily for gross misconduct, neglect of duty, or for refusal to obey any lawful order of the board. The board must give notice in writing to the teacher and transmit a written statement of the facts to the Minister forthwith. The teacher may appeal to the Minister within 15 days.
- principal, or assistant principal on or before June 15.
- The principal, vice-principal, or assistant principal may, within seven days of receipt of the notice, request in writing a hearing before the board.
- The Board shall, if a hearing is requested by the teacher, within 14 days after receipt of the request, hold such hearing.
- If, following the hearing, the board does not withdraw its notice of termination of designation, the teacher may within seven days after the hearing appeal to the Minister of Education.
- The Minister of Education shall, following such appeal, cause an investigation to be made and may confirm or disallow the termination.

## Transfers

- A board may transfer a teacher from one school to another at any time during the school year.
- The board must give a teacher seven days' notice in writing of such transfer.
- The teacher may, within seven days after receiving such notice, appeal for a hearing before the board.
- If the teacher requests a hearing, the transfer shall not take effect until the teacher has appeared before the board.

## Termination of designation

- A school board or a teacher may give 30 days' notice of termination of the teacher's designation as principal, vice-



- A board shall not transfer a principal, vice-principal, or assistant principal.

### **Points to remember**

- A temporary teacher's contract terminates automatically on the date set out in the contract.
- Teachers served with notice of termination should contact head office immediately.
- If there are conditions to your acceptance of engagement, such as school, grade, rent for teacherage, etc., such conditions should be in writing and should be signed by both parties.
- Every teacher has eight days following the date of the offer of a position to investigate salary, living accommodation, and the relationships among the school board, teachers, superintendent and public.
- Except for temporary teachers, there is no written contract between a teacher and a board in Alberta. The offer of a teaching position, the acceptance by the teacher, and the salary agreement in force form the contract.
- Insist on receiving a copy of the salary agreement so that you can check what salary you will be paid.
- If a teacher is or has been participating in a strike under *The Alberta Labour Act*, any contract of employment entered into by the teacher and another board before the strike is terminated is void, unless the board involved in the strike consents in writing to the teacher's accepting employment with the other board.
- If further information is required, or if you are considering making an application or accepting the offer of a teaching position with a school board which is in dispute with The Alberta Teachers' Association, you should contact head office.

## ***Notice Regarding Refund of Pension Contributions***

Forms for use in applying for refunds of contributions may be obtained from the office of the Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.

According to a regulation of the Board of Administrators, effective since July 1, 1954, applications for refund are placed on file until four months after August 31, if the teacher taught to the end of the school year, or until four months after the date of the last contribution, if the teacher withdrew from teaching during the school year. This regulation is necessary for the following reasons:

1. It provides protection for the teachers who have resigned in June or July, with no intention of returning to teaching, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, relinquishes all accrued benefits in the Fund.
2. All contributions must be received and posted before the refund payment can be made.
3. The regulation helps to avoid unnecessary cost in office administration.

**Board of Administrators  
Teachers' Retirement Fund**



# Music

## in the Elementary Classroom

ALAN A. SMITH

IT was suggested in the first of these two articles that present day society contains otherwise beneficent influences which threaten its musical life. These influences foster a passive ideal of conformity to musical standards far below those which the human spirit can grasp. They have dulled and will increasingly dull our capacities for musical expression and for response to the musical expression of others. The family, which in the past served as transmitter of musical culture, is no longer effective for this purpose, having been rendered mute by the same passive ideal. The institution best qualified to succeed the family as transmitter of musical culture is the school. At the present time, the school is hindered in this work by the small amount of time it devotes to the teaching of music and by the survival of methodologies inappropriate for the purposes being served.

Let us now look to some positive suggestions for improvement of music instruction in the elementary classroom. The first Mursellian principle to be recommended as a guide in devising elementary music methods concerns the subject matter of music at this level. Like her sister arts, Music is a medium for the expression of reactions to life and experience. It is music as expression rather than music as medium which can stir that musical ferment in young minds which is the purpose of elementary music. Expression, therefore, is the proper subject matter of elementary music, and it is around the ideas suggested by

The first of Professor Smith's articles on school music appeared in the March, 1959 issue of *The ATA Magazine*. In this concluding article, he says that expressiveness should be the subject matter of the elementary school music program.

---

this word that elementary methodology should be oriented. For example, Clive Bell has said that: "In a work of art, the whole is greater than the sum of its parts." It is unrealistic, therefore, to base methodology on the study of musical elements since an accumulation of these is not an understanding of music's wholeness or expressiveness. Such an understanding requires a process of unfolding whereby the student, working at all times with a whole song or composition, comes to recognize its expressiveness with increasing clarity.

Making expressiveness the subject matter of elementary music brings certain traditional methods into question. One of these is the tool-skill concept of music reading which assumes that the main objective of the study of notation is the ability to interpret without aid music from the printed score. This assumption reflects a false analogy between the teaching of music and the teaching of language. Both music and language are expressive arts, and at least from a cultural point of view, it is what writers and composers express which should be the focal point of their study. Social



necessity dictates that the citizen be able to read and write his language in order to communicate with other citizens. There is no similar necessity for the ability to read music. One can listen intelligently to a choir or orchestra without this ability; and if his memory is good, one can sing in the choir by learning his part from the rapid reader next to him. Most leaders of amateur choirs count among their valued members several who learn their parts in this manner.

Although social necessity demands the ability to read and write language, possession of this ability is little guarantee of responsiveness to the artistic possibilities of language. Children speak their language every day from morning to night. Half their school hours are devoted to the study of language in its several aspects. They are surrounded by the uses of language. But where is the evidence of an interest in ideas which could be expected from such concentrated attention to the tools for their expression? The publication of poetry must be undertaken from altruistic motives since it is almost certain to be a financial failure. Our country is a veritable graveyard for play societies which select their repertoire on the assumption that a literate public must also be a cultured public.

Music reading ability is desirable if it can be achieved without sacrifice of responsiveness to musical expression. Such is seldom the case when it is taught as a tool skill. So complex are the learnings, that they require most of the time assigned to music study. They use drill music which lacks the very qualities which should be the first requirement for all music used in the classroom. The teaching methods are mechanical in the extreme, involving clear-cut distinctions, where none ought to exist, between rote and note songs, and employing an elaborate apparatus of note-pointing methods quite unrelated to musical expressiveness.

While these are serious faults, they would at least be mitigated if the meth-



ods were successful. Musical response could be postponed until after reading skills had been mastered. However, they are seldom successful. Few adults can read music. Meanwhile, the effect on the attitudes towards music of students subjected to rigid reading training is disastrous. If such students decide to become teachers, they often abandon music in their own classrooms because their recollections of it are so unpleasant; or they teach as they were taught, thus perpetuating the very evil of which they were victims. It is little wonder that many of them welcome the musically vapid nothings which a cynical music industry provides for their jaded appetites. For some, these are the only pleasant experiences they have had with music.

It is not intended that this criticism of tool-skill reading methods should be interpreted as a recommendation that the teaching of music reading be abandoned in the elementary classroom. What is advocated is that music reading be taught, not as a tool skill, but as a means for clarifying concepts of musical expressiveness. A concept, according to Mursell, is "a common characteristic which a range of phenomena share". The symbols of music are the bearers of musical concepts and should be taught as such. There is nothing inherently boring about a time signature, except a time signature which one is required to memorize by a succession of teachers, none of whom takes the trouble to reveal its expressive possibilities. A concept must



be learned by experiencing the common characteristic it represents, not by memorizing a verbal definition of it. Musical symbols, therefore, must be learned in musical, not in verbal terms.

The second Mursellian principle with particular relevance to the present state of music education in Alberta asserts that the prime justification for the inclusion of any subject in a curriculum is its value to the child. Mursell states this principle in the form of a question: "What can music do for children?", and his answers deserve careful consideration.

The most important thing that music can do for a child is to give him a means for enjoyment which need be neither trivial nor transient. The ability to enjoy music is natural. Pre-school children instinctively express pleasure in sing-song melodies of their own composition. This should be the starting place for music education, and no methodology, however cunningly conceived, should dampen this pleasure. Enjoyment should permeate every classroom music activity, and except that it should deepen with age, there should be no significant difference between the musical enjoyment of a young child and that of a fully accomplished musician.

Music can provide children with experiences of success. It is the failure to provide such experiences which is the main criticism of the tool-skill concept of music reading. If the objective of notation study is independent sight reading ability, success must be deferred long past the young child's readiness to wait.

A discipline far superior to external discipline is learned by children through their experiences with music as an expressive art. Mursell describes such self-discipline as "behaving in an orderly, regulated manner for the sake of a meaningful goal". One such goal is the expressive rendition of a song — a task which the child will undertake willingly if he has been properly prepared, and which will challenge his control of him-

self to the utmost. Such response cannot be expected, however, unless the expressive goal for which he is working is understood by the child. Without understanding, his performance can be little more than a mechanical aping of the teacher's performance.

The possibilities of musical experiences for social development are immense. Music is naturally a social art which should be engaged in with other people and wherever possible for the pleasure of other people. The special objectives of conservatory music study involve much solitary practice, which is yet another reason for the inappropriateness of conservatory methods in the elementary classroom. To perform effectively with other people, a student must strike a proper balance between self-assertion and self-subjection. When his part is important, he must advance metaphorically to the footlights while others perform supporting roles. At other times, he must remain in the background while someone else advances. This is the essence of social adjustment and is more relevant to the needs of most students than the purely technical increments to be gained from solitary musical practice.

Mursell's last value is a widening of the student's cultural horizons. Musical experiences can enhance greatly one's knowledge of non-musical matters. People of all times and places have expressed through music their reactions to life. No study of these peoples can be considered complete which does not provide experiences with their music. The position of this value at the end of Mursell's list is significant. The practice in some Alberta classrooms of limiting musical activities to those associated with the study of an enterprise is in opposition to the ideas implicit in this arrangement. Although there is much that music can contribute to an enterprise, such use should not be viewed as a substitute for the sequential teaching of music, since it leaves too many aspects of music as an expressive art unexplored.



# Don't Teeter

VAN MILLER

**T**HE one central problem forever with school administrators concerns what a good school is or what it does. Is the school good according to the state department of education, or the North Central Association, or the Council for Basic Education, or the Taxpayers' Federation, or the chamber of commerce?

Is the school most concerned with health? fundamental processes? aesthetics? worthy home membership? civic competence? intellectual discipline? life adjustment? science? humanities? Which of the seven cardinal principles is the most cardinal? Which of the ten imperative needs of youth is most imperative? What is the order of goals or purposes?

An amazing feature of American education is the number and the diversity of the demands put upon the public schools. They have been cited as evidence of confusion and as the source of conflict and pressure upon administrators. They have not been cited frequently enough as evidence of the tremendous interest in and concern for education on the part of the American people, nor as evidence of the freedom with which Americans are able to express themselves.

In a recent table conversation the writer was asked if he felt we would

ever all get together and agree upon what schools are for. Of course, this will never be done. There is no Mr. Khrushchev to announce such a decision for American schools in the definitive way in which it can be determined and imposed upon the Russian schools (though at times it seems that there are several who aspire to be the Khrushchev in calling the signals for American schools).

What the schools should do is not a question which gets settled for us nor is it likely to be settled by us. It remains a central question conditioning all decisions in school administration. As long as schools are controlled through local school districts any national educational policy in this country will not be concluded. It will have to be interpreted from the composite of local school decisions. It will be a reflection of what people are currently valuing rather than a decision agreed upon or imposed.

## Respect for individuals

In the welter of so many criticisms, demands, and proposals is the local administrator confronted with a life of trying to help schools do a little bit of everything in an attempt to keep everybody at least partially happy? Is he to grease the squeakiest wheels? Is his job to be forever rocky and unstable as he runs back and forth on the giant teeterboard trying to balance or counterbalance the various impacts of popular whim or opinion? He will certainly be



# on the Totter of Indecision

in for a fatiguing career if he does not understand and accept the basic value upon which all public school decisions must be weighed. With such a value as the fulcrum the teeterboard can become a giant lever on which the various pressures applied can serve to mobilize American schools into broader service and sharper effectiveness.

At this point we should divert our attention long enough to insert a special note to the administrative theorists. Those who would construct a theoretical model of administration have commonly stated that values are variables. This may well be true for someone theorizing about administration to predict administrative behavior. It cannot be true for the administrator who has to determine and be responsible for his own administrative decisions. He must start with a basic, identified value as a constant. If he does not do this his administrative decisions will be inconsistent, unpredictable, and personally bewildering.

That value is well revealed in the operation of American schools, and has been reaffirmed by speakers and writers dealing with the American creed and with American education. It is respect for the dignity and worth of individuals. In the most recent professional meeting of administrators attended by the writer every speaker gave much attention to this basic value. In a panel discussion on the facts about school effectiveness this was the focal point on which the panel-

ists could agree. It is the value most frequently mentioned by students who are asked how they would describe American schools to foreign visitors. It is a value to which much lip service is given but it must be applied more frequently in school administration decisions.

In affirming the inherent dignity and worth of humans it is necessary to consider all individuals as worthy. This is not an easy point. Most of us can value many or most individuals but at the very point at which we are willing to discard some individuals we weaken belief in the inherent worth of each. At such a point we substitute a selfish belief that those are worthy who will serve our own purposes or who appeal to our personal tastes. This is self-enhancement rather than enhancement of individuals. This is different from a belief in the inherent dignity and worth of individuals.

## Educational democracy

Compare the approach of the American public schools to individuals with the

---

Dr. Miller is professor of education at the University of Illinois. His special field is school administration. He was ATA guest speaker in 1953 at the fall conventions in northwestern Alberta and in 1957 he was consultant in group dynamics at the ATA Banff Conference.



approach of other groups and organizations. In virtually all other groups membership is attained because the individual has something to bring to the group. He accepts and is confirmed in a faith for membership in a church. He supports the platform for membership in a political party. He sings the right part for membership in a quartet or plays well enough to make a band or knows his bridge well enough to make a bridge club. To become a member of a business organization he must bring a needed skill or capital or at least an established name. Conditions of membership are stated in terms of the worth of the person to the group.

The public schools state it the other way around. In effect, the schools say, whoever you are and whatever you are—if you reside in our district—we will accept you for membership and will not turn you down unless we cannot serve you. The condition for membership is stated in terms of what an organization can do for the individual.

The ideal American school operationally says that whether the child is rich or poor, black or white, Republican or Democrat, religious or irreligious, bright or slow, well-mannered or troublesome, that whatever the child is—the school and the American society through its schools believe in the child enough to invest up to 12 or more years of schooling in him. The school refuses only those whom it is unable to serve appropriately. These have traditionally been the physically and the mentally handicapped and the socially maladjusted. This rejection is still respective of individual worth because it is done for reason of the school's inadequacy rather than the worthlessness of the child. In fact, through the years the public schools have always extended their capacity to serve all kinds of individuals by adding courses and services. The example is especially apt when we consider development of special education for exceptional children. Here is real respect for human

worth, a respect that says to each: you are worth time and money and attention; as far as we are able we will give them to you and we will continue to reduce our incapacity to serve you.

### Legal insurance

That society's concern for individual worth extends to everyone is assured by the common compulsory attendance law and the accompanying school census. Through the operation of these legal procedures society finds out by name each individual child. If pupils are compelled to attend school there is a real obligation to make school worth their while. Anything less is simply a removal of children from the streets and out of the way of adults. Compulsory attendance enforcement either brings each child into school or into an equivalent educational program or to public attention through examination and certification of whatever handicapped condition puts the child beyond the school's services.

The real compulsion of these laws is on society. It puts teeth into our determination to respect the worth of each individual.

The service of the schools to individuals has likely grown out of the local nature of school administration. This is the most cogent reason for continuing school administration at the local community level. Here the learners can be known as individuals. At a state or national level they are likely to become statistics instead of persons. Educational decisions at the local community level can be made in terms of who and what each of the learners personally is. They can take appropriate account of the balance of his time outside of school hours, of his family and neighborhood background, of the possibilities and resources available to him.

If education in American public schools is designed to serve individual clients then as many of the decisions as possible must be kept close to the point where

*(Continued on Page 34)*



# Some Implications in the Conant Report for Albertans

**D**URING the past two years Dr. James B. Conant, former president of Harvard University, has studied 55 schools in 18 states of the United States. The report of this work, *The American High School Today*, McGraw Hill Book Co. Inc., 1959, is now published as the first of a projected Carnegie Series in American Education. Readers interested in a review of this work are referred to the November, 1958 issue of *Phi Delta Kappan*, the January 9, 1959 issue of *U.S. News & World Report*, and the *Scholastic Teacher*, January 30, 1959. Rather than attempting to give a review, I have taken the liberty of directing attention to some of the highlights of the report which have particular application to the Alberta scene.

The public concern about education, which in Alberta, British Columbia, and Manitoba resulted in Royal Commissions, produced the Conant Report in the United States. One of the most significant outcomes of this study was that an "Ivy League" student, professor and administrator, who was also a great chemist, a United States ambassador, a student of American, Australian, New Zealand, British, German, and Swiss school systems,

should so strongly endorse the comprehensive high school, which corresponds to our Alberta composite high school. Conant opposes the formation of further academic high schools and would favor the elimination of small high schools with fewer than 100 in the graduating class. In Alberta in 1958-59, some 329 out of a total of 415 senior high schools have fewer than 100 students in all grades. Only our large composite schools would remain if Conant's recommendations were implemented.

Dealing with holding power and curriculum, Dr. Conant reports United States figures to the effect that 85 percent of fifteen-year-olds are in school, while 35 percent of the college age group are in college or university. The corresponding Alberta figures are not known but there are some reasons for believing they are very much lower. This raises the question of the holding power of Alberta's schools.

The curriculum for a high school which enrolls the majority of an age group also receives serious attention in Conant's report. For the three percent who are highly gifted he recommends a challenging program which would require 15 to 20 hours of home study a week. He does not recommend watered-down programs for the less gifted. Such recommendations may suggest that Albertans should review the course offerings the high schools and colleges make for Canadian youth whose academic

**A. E. HENDERSON**



Arnold Henderson is principal of Ross Sheppard Composite High School in Edmonton. Mr. Henderson is a member of the ATA Curriculum Committee and of the High School Curriculum Committee. With Dr. Clarke, he attended the annual conference of the Association for Supervision and Curriculum Development held in Cincinnati in March.

talents do not suit them for the professions. Large composite schools with staff and facilities which would permit programs adapted to superior students may need to be freed from the rigid curriculum and regulations suited to the smaller schools in Alberta.

Conant's recommendations on foreign language and counseling services have parallels in the Alberta situation. He states that two years of a foreign language is probably a waste of time and recommends four years for junior matriculation. The ATA Curriculum Committee and many educators in Alberta have been pressing for three years of sequential French in our high schools. Similarly, with respect to counseling, Conant recommends a full-time counselor for every 250 to 300 students, which is about half the counselor load found in the best high schools in Alberta.

A number of other recommendations made by Conant for American high

schools have application to Alberta. Conant would extend ability grouping beyond classes to subjects, and even at the Grade IX level advocates three streams in each key subject so that students could receive the type of instruction most suited to their abilities. To reduce the load imposed by correcting exercises, he recommends that not more than 100 pupils be assigned to each teacher of English. He recommends that more attention be given to students with deficiencies in reading. He recommends that school boards operate tuition-free summer schools to enable students with deficiencies to catch up and so prevent them from overloading classes as repeaters. Summer schools would also reduce the number of students who require four years to matriculate and would provide an opportunity for bright and ambitious students to obtain extra credits.

It has been the intention in this report to indicate some of the provocative topics in Conant's work so that the reader will be encouraged to purchase and to study this excellent book. Training in university for the professions and other areas of leadership depends on the habits and attitudes developed in the senior high school. For this reason and others, teachers, administrators, and parents have a great responsibility to improve our schools. Dr. Conant's book has much to contribute to the thinking about senior high school curriculum and organization.

## *Information re Pensions*

At the request of the recent Annual General Meeting of The Alberta Teachers' Association, the Board of Administrators, Teachers' Retirement Fund is pleased to make available information comparing the amount of pension payable under the present regulation and the amount payable under the regulation to become effective July 1, 1959.

All retirement allowances are calculated in accordance with *The Teachers' Retirement Fund Act* and By-law No. 1 of 1948, as in effect at the date of application for the allowance.

In the first three cases detailed below, it is assumed there has been continuous service from the date of the teacher's thirtieth birthday, and in the fourth and



fifth cases it is assumed there has been continuous service from the date of the teacher's twentieth birthday. It is assumed also that retirement occurs at August 31, 1959. The average salary is

the average of the five consecutive years of pensionable service during which the salaries were highest, but for the purposes of these examples the average salary is taken as being \$1,000.

		Male	Female
<b>Case 1</b>			
Retirement age	65 years		
Pensionable service	35 years		
Average salary	\$1,000		
Normal pension under present regulation		\$536.66	\$466.54
Normal pension after July 1, 1959		700.00	608.54
Percentage increase	30.44%		
<b>Case 2</b>			
Retirement age	60 years		
Pensionable service	30 years		
Average salary	\$1,000		
Normal pension under present regulation		\$345.64	\$304.01
Normal pension after July 1, 1959		449.22	395.12
Percentage increase	29.97%		
<b>Case 3</b>			
Retirement age	55 years		
Pensionable service	25 years		
Average salary	\$1,000		
Normal pension under present regulation		\$220.36	\$197.40
Normal pension after July 1, 1959		284.95	255.26
Percentage increase	29.31%		
<b>Case 4</b>			
Age of teacher at date of death	55 years		
Total pensionable service	30 years		
Average salary	\$1,000		
Age of widow	51 years		
Pension to widow under present regulation			\$199.97
Pension to widow after July 1, 1959			\$259.54
Percentage increase	29.79%		
<b>Case 5</b>			
Age of teacher at date of death	50 years		
Total pensionable service	25 years		
Average salary	\$1,000		
Age of widow	46 years		
Pension to widow under present regulation			\$133.97
Pension to widow after July 1, 1959			\$173.24
Percentage increase	29.31%		



# **ATA Banff Conference**

**August 16-23, 1959**  
**Banff School of Fine Arts**

## **Attendance**

One teacher appointed by each local association may be registered in the General Course. If facilities permit, additional local representatives, and then individual teachers, will be accepted in order of application.

Locals may also make application to send a representative to The Alberta Teachers' Association Publications Course. A maximum of 18 teachers will be accepted in order of application.

## **Applications**

The prescribed application forms have been sent to secretary-treasurers of local associations, and must be completed and returned to head office on or before June 15, 1959.

## **Fees**

A fee of \$52.50 for each delegate covers registration, room, board, coffee, and tips. Wives or husbands of delegates staying at the chalets will be charged \$51.50. A charge of \$5 covering registration and coffee will be made for those not staying in residence. Reduced rates are in effect for children, according to age. All fees must be sent to head office with each application.

## **Program**

All delegates will meet in general session at 9:30 a.m., Monday, August 17. Tuesday and Thursday evenings are

being reserved for talks or panel discussions.

A general session on Saturday morning, August 22, will end the course.

Two half-day group sessions are spent on each topic in the General Course.

The Alberta Teachers' Association Publications Course comprises eight half-day sessions.

## **General Course topics**

- Alberta Teachers' Association Policy and Administration
- Curriculum Development
- Group Dynamics
- Educational Publicity and Public Relations

## **Special course topic**

- Alberta Teachers' Association Publications

## **Registration**

Registration will take place in the office, Administration Building, Sunday afternoon and evening, August 16.

## **Accommodation**

Accommodation at the chalets, Banff School of Fine Arts, is available for delegates and their husbands or wives. Delegates bringing their families will be accommodated if room is available after placement of others.

**Application Deadline is June 15**





—Administration Building, Banff School of Fine Arts

### Meals

Meals are served in the dining room of Chalet 2.

Arrangements will be made to hold a square dance on one evening.

### Recreation

Wednesday afternoon and evening will be left free for sightseeing, fishing, and relaxation. Banff offers splendid opportunities for trips, swimming, golf, canoeing, riding, hiking, and dancing.

### Expenses

The Alberta Teachers' Association will pay the necessary transportation expenses of one delegate from each local to the Banff ATA Conference. This payment will be made to the local association after the conference, not to the individual delegate. All other expenses must be borne by the local.

**Make Your Reservations Early**



## Don't Teeter on the Totter of Indecision

(Continued from Page 28)

their individuality can be taken into account.

### Elastic programs

Under such an approach, the pupils are neither to be processed through the school into some finished product for the employment market nor to be committed to government service under pre-arranged contract. The gifted are not to be considered a national resource to be identified and then directed into scientific careers to best the Russians in space travel. The gifted are persons who need to be identified so they can be appropriately served as clients who may choose scientific careers in the light of their ability and the current pressing social needs, or who may choose a variety of other careers socially useful and within their capacity. This must also be true for all other individuals if the basic value of respect for human worth is the pivotal point for decisions in school administration.

Under such an approach there is no standard program for all pupils nor even a set of categorized treatments to be applied to corresponding classifications of pupils. Pupils are grouped for efficiency in learning but are recognized and dealt with as different and unique individuals even within groups.

A school is as good and effective as it is able to reach and recognize and serve individuals in terms of their respective capacities and interests. It is effective when it implements our democratic faith in the inherent worth of each individual. It is effective when it leads each individual to develop into a person worthy of respect.

There is still another aspect of this basic value as applied to decisions in school administration: the school is effective when it gives all individuals the chance to practice their faith in personal worth through participation in American education, as voters and taxpayers and

board members and PTA members and participants in citizens' advisory groups. The successful school does not take over responsibility for the children but it is the means through which the total local community works at its responsibility.

As citizens participate in school decisions on the basis of what can be done to enhance the worth of each individual, they make decisions on a level of values reaching beyond mere convenience and current times and the local geographic community. The recognition and respect for each individual on the part of the school is thus important, not only with respect to pupils but with respect to the citizens of the district.

### Public participation

Schools have accepted pupils to membership on the basis of the school's ability to serve the individual. This has meant differentiation of the educational program for each child. Compulsory attendance laws and the school census have provided the mandate to society to find and consider each child individually by name and circumstance. American schools have most decisions made in the local communities where pupils can be known and understood as individual persons. Under such an approach pupils are clients to be served rather than raw material to be processed.

Through the public involvement in school administration all citizens may use the school personally as the agency through which they can express their respect for the dignity and worth of every individual. Such a basic value does not settle school decisions, thus setting them up for routine and thoughtless administration. Rather, it keeps decision-making an ever continuing public process in terms of each new individual and every new circumstance. This is the foundation of the dynamic quality of American education.

---

Reprinted from *The School Executive*, February, 1959



# Experiment in Morale Building

Edmonton Separate schools tackle the problem of the overage student in junior high school

W. P. FITZGERALD

One of the recommendations made by Dr. James B. Conant, after a two-year survey of American high schools, is special pre-vocational education for some students with low academic aptitude. For such students Conant advocates vocational training in the tenth or eleventh grade leading directly to a job. An Alberta experiment in such a school program is described by Rev. Fitzgerald, supervisor of guidance, Edmonton Separate schools.

EVERY June teachers face the thorny problem of promotions. This is a particularly difficult problem for the teacher of overage junior high school students. If the low achiever in Grade VIII is promoted, he probably fails the Grade IX examinations once or twice and then disappears from the scene, beaten and discouraged. Years of failure have robbed him of self-confidence and have convinced him that he has little to expect even from the world of work.

Everyone needs the experience of succeeding at least once in a while. Those who cannot compete successfully in class usually find other ways of establishing prestige among their peers. Girls use

their inept social skills, with devastating results to school discipline. Boys resort to odd hair styling or the lack of it and muscle their way through the crowd. Unable to meet standards of the classroom, they conform to the code of any group in which they can find acceptance. Rebellious without knowing why, they work out their subconscious resentment on any symbol of authority that happens to stand in the way. Usually the teacher is one of the victims. He tries his level best to help such students but they are in no mood to be helped.

This is a problem familiar to all junior high school teachers. In theory, the solution is simple: throw away the straight-jacket, break the lockstep, and adjust the program to individual needs. Most teachers have tried this solution and some have succeeded. Others have given up the struggle, slipped the jacket back in place and gone on as if no problem existed. But the problem is still there, crying for a solution.

In September, 1958, the Edmonton Separate School Board opened a special room for students of sixteen or over who had not completed their junior high school. Since enrolment was to be on a purely voluntary basis a suitable name for the class seemed important. Junior



High Terminal Course was considered and rejected because the word "terminal" had a negative, dead-end connotation; besides, these students were mainly beyond junior high school age. Finally the name, Pre-Employment Program, was chosen because it had more of the constructive sound that might attract enrolment. Added to this, the inevitable abbreviation, PEP, might help to set a tone and provide a climate conducive to morale building, one of the prime aims of the program.

There were 38 failures on the Grade IX examinations in 1958. Application forms and a statement describing the program were sent to these failing pupils. Fifteen elected to repeat Grade IX, 11 indicated they would drop out of school, and 12 entered the Pre-Employment Program. Selected Grade VIII pupils over sixteen years of age were then permitted to enrol. By opening day, 12 boys and 10 girls were in the program.

The first impulse, to launch an all-out testing barrage which would provide statistics for purposes of evaluation, was discarded on second thought. This was to be a morale building project and these students had had enough of tests and failures; together they had failed over 50 grades. Since this would probably be their last year of formal schooling, they must not be exposed to another series of failures. For once in their lives, they must have a program tailored to their needs. For once, they must be accepted without brain-washing, accepted for what they were—students with academic difficulties, people who needed help not further awareness of their limitations. A course would have to be devised that would give them a feeling of security, that would restore their sense of personal worth and convince them of their capacity to contribute something worthwhile to society on leaving school at the end of June.

Sister Isidore, principal of St. Basil's Junior High, accepted the challenge with keen enthusiasm. A new senior group (in terms of age) was about to enter her school. Before they could achieve accep-

tance from staff and student body, they must make themselves acceptable. Business haircuts must replace over-the-ear styling. These young people were to be prepared for the world of business and industry where appearance is important. The girls were briefed on good grooming and the pre-employment mentality began to take shape. "It makes me feel more grown-up" was the reaction of a seventeen-year-old girl who had failed three grades including Grade IX. "Well, how do I look now?" from a grinning boy who had just returned from a trip to the barbershop. With conformity came acceptance. One of the girls was elected editor of the *St. Basil's Bugle*—with, perhaps, a little conniving on the part of the staff.

All this was ground gained, but it did not solve the major problem, that of curriculum. The five teachers involved had new ground to break. It was decided that Language-Arts should have a prominent place with special stress on sentence structure, spelling, and oral expression. Literature as such would be reduced to a minimum and used chiefly as a vehicle for remedial reading. Books with high interest content and reduced vocabulary would be placed in the classroom to supplement the central library. A reading blitz with the Science Research Associates Reading Laboratory was planned.

Ralph Omoe, the teacher of science and mathematics, set about planning a practical approach. Algebra was dropped, but such geometry as would be useful in the apprenticeship trades was retained. The main part of the course centred around basic skills in arithmetic. Social studies was to be replaced by "Citizenship and Personal Development" a tentative course compiled by A. A. Aldridge, supervisor of guidance for Alberta. One period a day of typing was scheduled, partly to improve spelling. For the boys, a half day of industrial arts was provided by an adaptation of senior high school courses in drafting, automotives, and electricity. The girls were given a course in home economics at the Grade X level. It was thought that this sampling of high





school work would make them all feel more grown up.

Since orientation for work was among the main objectives, a list of speakers from business and industry was drawn up, and arrangements were made for the boys to write the apprenticeship entrance examinations at the end of the school year. A modified work experience program was undertaken with the cooperation of the National Employment Service in the hope of finding an employer for each student before the end of June. The course in Religion included discussions on the Christian attitude toward trade unions and other organizations of adult life. General objectives of the various courses were discussed and the teachers were left with the task of working out the details.

There are many problems still to be solved. What type of report card should be issued? What recognition should these students get for their effort? The Department of Education is interested but unprepared at this stage to suggest the type of diploma that might be granted. And there is the problem of evaluation. In the absence of standardized test results, evaluation tends to be subjective and biased. The private interview gives some insight into student attitudes. In November, one girl was offered a chance

to transfer to Grade IX because of improved achievement but she refused the offer. "No, thank you, I like the Pre-Employment Program." She had already failed Grade IX and her memory of the regular stream was not a happy one. Now that she had achieved a degree of security she would not risk losing it.

The Pre-Employment Program is an experiment in morale building through adjustment of curriculum. But how does one measure such a nebulous thing as morale? By keeping an ear to the ground? By observing attitudes? Perhaps by reading! In December, an assignment was given: "In a short paragraph tell what you think of the Pre-Employment Program." A girl who had failed three grades wrote:

I feel that PEP is really nice. It sure helps the pupils to spell and learn the spelling rules too. I sure learned a lot in Math. and English. I feel that I can talk to anybody since we've had speakers coming in to give us a good talk and answer questions. I will miss the Pre-Employment class when I leave at the end of the term.

And an 18-year-old boy:

I believe this program is an asset to people like me who have had difficulties in school with English, Spelling and Reading. I think it has helped me a great deal and the turn is only half over.

The first six months of operation have been gratifying. PEP—the morale building formula, seems to be emerging. Whether the result will be a stimulant or another tranquillizer will always depend, not so much on the pill itself, as on the one who administers it. One thing is certain—the competent, enthusiastic teacher dedicated to the task of rehabilitating the handicapped student will always be the basic ingredient of any such formula.

*Egotism is something that enables a man in the rut to think he is in the groove.*

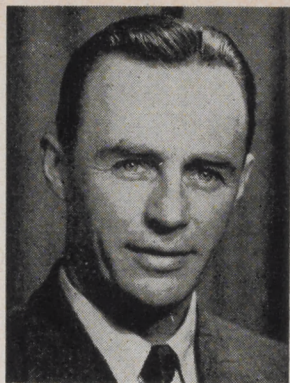
*The political pot is the place where old applesauce is warmed over.*

*Isn't it the truth!—an instalment plan is a system by means of which you can doll up on a dollar down.*



# Annual General Meeting

## THE PRESIDENT'S COLUMN



During the next nine issues of the magazine, it will be my duty and pleasure to report to you through this column. May I first express my thanks for the honor that has been bestowed upon me in my election as president of The Alberta Teachers' Association. I hope that my reports to you will keep you in touch with the activities of the Association.

The forty-second Annual General Meeting of The Alberta Teachers' Association, under the able chairmanship of the president, Mrs. Inez K. Castleton, dealt with some 63 resolutions, 5 electoral ballots, 18 reports and the financial statements of the Association. The business of each session was carried out expeditiously. Some of the fire that usually accompanies AGM debate was lacking, but the tone of each session seemed to be one of general interest in the welfare of our Association.

A lively debate occurred over the proposal to increase ATA fees. The councillors seemed to be in general agreement that, in view of the small 1958 surplus of some \$5,666, the gradual extension of services of the central office, and the proposed increased refund to local associations, an increase in fees was essential. The debate centred around the question as to whether we should adopt

a graduated scale or a flat fee. The final decision was to adopt a graduated scale providing for an annual fee of \$42 for teachers with salaries under \$3,500, \$45 per year for those with salaries between \$3,500 and \$4,499, and \$48 per year for those with salaries above \$4,499. These increased fees will provide an estimated income of some \$460,000. The new fee structure will come into effect September 1, 1959. Thus there will be no large increase in revenue during the current year.

Electoral Vote No. 1, providing for an increase in the refund to local associations from 60 cents a calendar month for each member to 75 cents, was approved by the meeting. The total amount remitted to locals will now be approximately \$90,000. The Alberta Teachers' Association is the only teachers' association in Canada that remits any substantial amount to its local associations. The Executive Council hopes that this increase in revenue will enable local associations to operate even more efficiently. Electoral Vote No. 3, regarding the redistribution of councillors, was referred to the Executive Council for further study. The general opinion at the meeting seemed to be that there was no immediate need for councillor redistribution. I will be reporting on



executive action in this matter at a later date.

After the executive report on credit unions, a motion was passed instructing the Executive Council to form a provincial credit union. At the last executive meeting, a committee was appointed to carry out further study and to bring in a report. It is expected that the committee will present a proposal for organization of a provincial credit union to the Executive Council meeting in June.

A resolution, instructing the Association to offer an annual fellowship in the amount of \$2,400 to a selected student entering the Faculty of Education for postgraduate work beyond the master's

level, was passed by the Annual General Meeting. The terms and administration of this fellowship have now been approved by the Executive Council. Details are available from head office but this fellowship will not be awarded until 1960.

The Annual General Meeting instructed the Executive Council to take immediate action to investigate the possibility of instituting a salary indemnity plan for teachers who are permanently disabled before normal retirement age. An ad hoc committee was appointed at the April executive meeting to investigate and report. Some definite recommendations will be presented to the Executive Council in the near future.

---

## Woman's Role in the Modern World

*(Continued from Page 15)*

because of genuine need is a social calamity, the unwilling by-product of our economic evils; a mother working to get a second car, or a refrigerator, or freedom from household chores, is a moral calamity, a willing product of our reversal of social values.

The family is under attack from many sources. Although I believe fathers today have more desire to share in the upbringing of children, the organization man who dwells in suburbia has less and less time for them (as occasionally over-organized clubwomen also). The responsibility rests more heavily on woman.

Two — realism in education. Our children in the classroom must be taught to think, to work, and to play—for themselves. Woman wants to save our Western civilization from falling apart; she has always been the factor of stability. But robots who conform to the mob, idlers who learn permissive half-way work habits, TV viewers who derive all their stimulus from watching other people, will not be effective guardians of the world we live in. An education which emphasizes adjustment at the cost of

independence, ease at the expense of discipline, and looking-at instead of participating, will not make for survival.

We need tough education—a toughness toward ourselves, not toward Russia. And we need higher education for everyone with the capacity to use it. In the Soviet Union, all education is free, through the graduate and professional level, without fees of any kind. Monthly stipends make college available to everyone. The only requirement is brains—I think women can well make that a goal in Canada!

Three — race-equality. What makes racism a problem, if not attitudes, feelings, prejudices? Where can humanity find the healing balm if not in the child-centred, life-conserving spirit of woman? And until race hate ceases to plague our world—not only in Arkansas and Africa but in our own hearts—the menace of a globe-shattering war will hang over the earth, and Communism, with its sinister manipulation of our race hatreds, will be on the march.

Recently the *New York Times* printed a story, with a striking photograph, from Rhodesia, Africa. Jesus was shown staggering under the cross on his way to



Calvary, with Simon of Cyrene coming to help him. In the photograph, Jesus, the disciples, Simon, the crowds—all are pictured as Negroes! In interpreting this extraordinary photo, Hugh Hubbard, of the Congregational Foreign Mission Board, explains: "The rejection of Jesus as a white man is a common experience of Christian missionaries and teachers in Asia and Africa. During the past two centuries the white man has been the chief offender in subjugating peoples and nations now struggling to be free. Any picture of Jesus as a white man is rejected by these people, who associate him with their former colonial masters."

Four — the final rejection of war. Our atomic age is like a knife: in the hands of a surgeon it can save life; in the hands of an assassin it can kill. To blame the knife—science—is absurd. Man alone, blind, stupid, greedy, a tool of romantic dreams of glory—man the warrior, is to blame. Militarists will always fight to prepare for war, and prepare to fight in war.

The task of liberating humanity from fear and destruction rests primarily on woman, who have been trained by nature, and by history, to shun war. She has not entirely escaped the lure exercised by martial glamor and glory. But she is still the giver of life, has a profound and tragic sense of its immeasurable, incomparable worth, and a horror of needless death.

In Sparta, men became rigidly confined in the mentality of war, and thought of nothing else. So women ultimately took over the actual control of the social and cultural aspects of Spartan life. Today, women must take over the dominant molding and shaping of mental habit, to release mankind from the armored-knight trammels of war psychology. Today, the helmeted, plumed paladin who strode forth to battle is as dead as the dodo—and will bring us all to the dodo's extinction.

An ancient Greek drama, *Lysistrata*, related that women brought an end to war by refusing love to their men. If

women love mankind enough today, they will refuse to hate—and I believe the women of Russia and Red China will join them.

Woman refused the sack dress, in an unprecedented revolt against the tyranny of fashion design. That required no mean quality of gumption. They can also help to reject war by the same will to liberation, on a vast and nobler scale—in short, woman has a tremendous, urgent, almost superhuman job. In the words of a well-known student of American life, "She has won her rights—and lost some privileges." She has achieved status in career, business, government—and endangered her stature on the pedestal of motherhood. During the first quarter of the present century woman in our world strove for equal rights, in a movement known as feminism; now, in the second quarter, she is wondering whether the result has not been loss of womanliness. She is torn by a dilemma, a conflict in herself, between trying to vie with men for a place in the sun, and to fulfil her place in the home. It is possible that the tension between these two motives accounts considerably for the uncertainty of women's role, and for the inner turmoil and neuroses that often afflict them. Instead of a war between the sexes, there is a war within women's own hearts!

August Bebel, a German feminist writer, described woman as the first human being who tasted bondage. He said she was "a slave before the slave existed!" Now, however, she is free, free to be a "brainless charmer who exploits her clinging wish for protection, and manipulates her protector and provider—or to be a determined careerist, an untrammelled spirit with a consuming passion to show the male that she can be like him on every level." Between these two is the woman who believes in herself as a woman and leads a constructive, diversified life while remaining one. Whether she actually has a biological family or not, married or single, she can express her central function—that of creating, enriching and preserving life!





## THEY'RE CHANGING GUARD AT BUCKINGHAM PALACE

Haven't you always promised yourself a holiday in Britain? Make up your mind to go this year. While you're over there, do the "grand tour" of Europe with TCA's "Extra Cities" plan. This enables you to fly from one city to another, all around the Continent, on a routing you plan in advance. All you pay is the normal round-trip fare to the farthest point! Another useful facility is the TCA

"Pay Later" plan, which enables you to budget your fare, or if you like, the entire cost of an all-inclusive holiday. You'll find formalities very simple — just your signature on one form.

Fill out the coupon for attractive TCA literature. It gives you all the information you need to start your planning — almost as much fun as the trip itself!

## \$45 36\* DOWN TAKES YOU TO BRITAIN BY TCA

\*based on Montreal-London Economy Fare. TCA also serves Glasgow, Shannon, Paris, Brussels, Dusseldorf and Zurich, without change of plane. Full information from your Travel Agent, Railway Ticket Office or TCA Office.

To TCA, BOX 598, MONTREAL, P.Q.

ATAM-4

Please send me the following folders:-

- |   |  |
|---|--|
| <input type="checkbox"/> TCA EUROPEAN PACKAGE TOURS | <input type="checkbox"/> TCA EXTRA CITIES PLAN |
| <input type="checkbox"/> TCA EUROPEAN JOURNEY       | <input type="checkbox"/> BRITAIN VIA TCA       |

Name \_\_\_\_\_

Address \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**TRANS-CANADA  
AIR LINES**





## Official Bulletin

No. 193

### The Students Assistance Act

At the last session of the legislature the scope of the above Act was broadened to extend the range of assistance available to prospective university students. It also now provides for assistance to needy high school students and to students who are in need of assistance

to attend the Institute of Technology and Art, Calgary, or a School of Agriculture.

Literature is in preparation both at the University of Alberta and at the Department of Education. This is expected to be available to high school principals well before the end of the school year.

### ***Notice Regarding Application for Pension by Retiring Teachers***

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically, and that it is necessary for them to make application.

*The Teachers' Retirement Fund Act* has been amended to provide pensions of two percent of the average salary for the five highest consecutive years, for each year of pensionable service. The new regulation becomes effective **July 1, 1959**.

All teachers who plan to retire as at June 30, 1959, are urged to contact the Board as soon as possible **after July 1, 1959** so that the granting of their pensions will not be delayed. Applications filed before July 1, 1959 will be considered under the old regulation. Formal application for pension must be filed in the office **before September 1, 1959** if pension is to begin as of September 1 (see 9[f]). The application forms may be obtained from the office of the Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.

**Board of Administrators  
Teachers' Retirement Fund**

#### **By-Law No. 1 of 1948**

- 9(a) Any teacher who retires from teaching service upon or after attaining the age of 60 years and who has completed not less than 15 years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.



## OUR LIBRARY

### Guiding Growth in Reading

McKim, Margaret G., The Macmillan Company of Canada Limited, 70 Bond Street, Toronto 2; pp. 528, \$5.25.

Whether you are among those who tend to the scientific in their teaching of reading, or whether you are a teacher or a parent desirous of giving worthwhile help to students, this book will supply your needs fully. It contains a wealth of practical suggestions based on carefully controlled experiments and the best of modern teaching methods. The language used is precise and simple and the discussions of teaching problems are "centred around three general stages of growth in learning to read: the pre-reading and beginning reading period; the growth of primary children toward independent reading skills; and the development of the more mature techniques of the intermediate grades. A fourth section adds suggestions for appraising progress and for planning remedial help."

Canadian teachers should feel proud and grateful that a teacher from one of the prairie provinces (Saskatchewan) has provided the educational world with such a valuable book.—St. C. de R.

### The Parliament of Canada

Hambleton, George, The Ryerson Press, 299 Queen Street West, Toronto 2B; pp. 120.

Few Canadians are as well qualified to present a picture of this country's parliament as is George Hambleton. He has served Canada both at home and abroad, as delegate and adviser, writer and statesman. This book, as the author acknowledges, is not a "profound treatise for the expert", but rather a "plain and honest effort" to tell the story of our

parliament, its origin, its function, and what it means to the average citizen. He begins with the early Witangemet and Magna Carta and follows this through early beginnings in Virginia to the factors leading to the building of the independent nation of Canada.

In conclusion, the author delivers a challenge and a charge to Canadians in particular and to people of democracies in general. He affirms the old adage—"a chain is no stronger than its weakest link". Similarly, a democracy is no stronger than its weakest citizen. This heritage is for us—each individual—to preserve. If we do not accept the challenge, we too shall decline as did the Roman Empire.—A.B.M.H.

### Human Biology

Allright, E. D., Edward Arnold Publishers Ltd., London, England, pp. 242.

Although this book was written primarily for students preparing for examinations in English schools, it could well be read and understood by the layman of our land. The book is logically organized and there are sufficient illustrations to aid explanations and clarify what words alone cannot make clear. If one is looking for details or definite and vivid accounts of various features of human biology, this is not the book to find them in; it is however a good review for students of elementary human biology and for laymen who are interested in this field.

Some of the concluding chapters use almost exclusively English situations and are for this reason somewhat irrelevant to Canadian readers, but this one small factor does not generally detract from the essential information the author presents.—A.B.M.H.



# NEWS FROM OUR LOCALS

## Plays presented for sublocal

The Grade IX drama class of Elmworth School, under the direction of their teacher, Mrs. D. Dalgleish, presented three plays at the March meeting of the Beaverlodge-Elmworth-Wembley sublocal. The meeting was attended by 22 members.

Guest speaker at the April sublocal meeting was Major Barnett whose topic was "Philosophy of Teaching Science". He urged teachers to "stimulate the senses of pupils. The greater the stimulus, the greater the retention. A pupil should learn how to search for truth; evaluation should come from pupil performance." S. Little, principal of the Wembley School, reported on the career night held at Beaverlodge on April 7. Members also discussed spring track meets.

## Report from Calgary Suburban Local

Regular meetings of the local are held on the fourth Thursday of each month. District Representative N. P. Bragg spoke to the teachers at their January meeting regarding amendments in the pension plan, merit rating, sub-examiners' pay, and salary matters. The February meeting was addressed by Mrs. Frawley who spoke about the submissions made to the Cameron Royal Commission. The local was represented at the Annual General Meeting by Councillors C. L. Strickland, H. Leavitt, C. Willott, and S. Klatzel, and Mrs. Doris Thomson attended the local secretaries' conference held in Edmonton on April 11. The local curling bonspiel, held at Springbank, was won by the Cochrane team. Presentation of the Strathcona P. E. Trophy was made by Mr. Wilson to William Berezowski who accepted on behalf of the David D. Oughton School, Forest Lawn. A successful track and field coaching clinic was held for interested teachers at the Ough-

ton School on April 3 and 4, and plans are underway for a spring track and field day for the schools in the local area.

## Constitution adopted by Carstairs Sublocal

A constitution for the sublocal, presented by President A. L. Goodbun, was adopted by the members at the regular meeting on April 8. Following the business meeting, Mrs. A. Owens gave an interesting and well-illustrated talk on the subject "Johnny Can Now Read".

## Group insurance, track meet discussed

At the regular meeting of the Clive-Satinwood Sublocal held in the Clive School on April 23, Frank Graham of the Alberta Life Insurance Company gave the teachers information on a group insurance policy which his company is offering. Arrangements were completed for a track and field meet for all students of Clive and Satinwood Schools on May 29. A report on the Annual General Meeting was made by Councillor M. Fenske.

## Clover Bar teachers consider group insurance plan

At a supper meeting of the local held at the Cathayan, two agents of the Imperial Life Insurance Company of Canada presented a proposed plan for group life insurance. Members also discussed a credit union for teachers and decided that more information was desirable.

## Arithmetic test results compared

At the Dickson-Markerville Sublocal meeting on April 9, the teachers divided into three groups to compare the results of the arithmetic tests which were exchanged last month. It was found that all



grades were comparable and the students made good averages on all types of questions. The highest averages were made in addition and subtraction by all grades. Teachers of Grades VII and VIII were enthusiastic about this check-up scheme and plan to exchange tests to cover the arithmetic text by June 1. The teachers had supper preceding their meeting at the home of Mrs. Evelyn Johannson who was assisted by Edith Fitch. A report on the Annual General Meeting was given by W. J. Mewha during the business session.

### **AGM report given at joint meeting**

At a joint meeting of the Hairy Hill and Willingdon Sublocals, Joe Melnychuk, councillor for the Two Hills Local, gave a report on the Annual General Meeting and answered questions. A discussion of the salary schedule for 1959-60 was also on the agenda, and the negotiating committee was given directions as to the wishes of the two sublocals.

### **Drama, music activities supported by sublocal**

Members of the High Prairie Sublocal at their meeting on April 27 discussed how best to spend proceeds from the festival. Three motions were passed as a result. The first was that the sublocal co-operate with and give financial support to a drama club which has been organized in the Town of High Prairie. Two members, Sister Augusta and Mrs. G. Basarab, were elected to represent the sublocal in the club and to bring back suggestions and demonstrations. The second motion was to offer a bursary of \$100 to an interested sublocal teacher to study drama or choral music at Banff this year or next. The teacher attending the course would be expected to provide inservice training to other sublocal teachers. The third motion was that a committee be given up to \$25 to purchase festival material. Track and field matters were also discussed and dates were set for the three spring meets. Miss Margaret Ortman and Mrs. Olive Enns reported on the Annual

## **TEACHERS WANTED**

Applications invited for classroom and specialist teaching positions in Indian Day and Residential schools in Canada particularly in Northern Ontario, the Prairie Provinces and British Columbia.

1958 salary schedule in effect based on principles of qualifications, experience and responsibility. Salary levels permit advancement to higher salary level by completion additional year of teacher education. Annual salary increases also provided. Credit given for previous teaching experience to a maximum of six years. Salary range for teachers with Senior Matriculation standing and one year teacher education \$3,000 to \$4,800 with annual increments \$200. For classroom supervision additional amount to maximum \$1,400 paid to Principals and \$600 to Assistant Principals. Charge for accommodation occupied. Isolation Allowance payable to teachers at remote schools. Public service superannuation fund and Group Hospital and Medical Insurance and other benefits available.

For details and application forms in accordance with preference of location, apply to:

**MR. W. E. FRAME,**

**Regional Inspector of  
Indian Schools in Alberta,**

**Room 716, Federal Building,  
107th Street and 99th Avenue,  
EDMONTON, Alberta.**



General Meeting which they attended representing the High Prairie Local.

### Floyd Lutic reports on Annual General Meeting

Speaker at the April 16 meeting of the Northeast Calgary Sublocal was Floyd Lutic who gave an interesting report on proceedings of the Annual General Meeting at which he was a councillor. Much interest was shown, as a result of Mr. Lutic's report, in the work of the Alberta Advisory Committee on Educational Research, and members arranged for a speaker on the subject for their next meeting.

### More on report cards

Continuing with their report card revision project, members of the Spirit River-Rycroft Sublocal invited Superintendent O. Matson to speak on the subject at their meeting on April 10. It was decided that each school would prepare a sample report card for presentation to the next meeting. At the business meet-

ing, Mrs. B. St. Jean gave an interesting report on the Annual General Meeting.

### Scholarship awards discussed

At the regular meeting of the Stony Plain-Spruce Grove-Winterburn Sublocal on April 21, it was decided to continue the practice begun last year of giving three scholarships of \$10 each to the top Grade IX students in Stony Plain, Spruce Grove, and Winterburn. Included in the business were reports on the last local meeting by Councillor A. Stecyk, from the salary negotiating committee by H. Lysne, and by H. McCall on his recent trip to Camp Shilo, Manitoba.

### News from Wanham-Tangent

A report by Councillor Alex Kozeluk regarding the Annual General Meeting was the main item on the agenda at the April sublocal meeting. Members also discussed the possibility of awarding an athletic trophy for the outstanding athlete from the sublocal area in the divisional track and field meet.

## **HAVE YOU SEEN . . . . UP THE NUMBER LADDER**

**the complete text-workbooks  
for arithmetic grades one and two**

- Teaching suggestions on every page
- systematic drill for slow learners, supplementary exercises for quick learners
- abundance of tests, drill and review
- arithmetic progress **not** tied to reading ability
- free service material supplied - pamphlet of practical teaching materials and pupil progress charts
- completely the work of Canadian teachers

Book one for grade one  
Books 2A (basic) and 2B for grade two

*You can have examination copies by writing to the publishers.*

**THE COPP CLARK PUBLISHING CO. LTD.**  
**Toronto Vancouver**



# THE ATA NEWS BEAT

## Edmonton salary dispute

A special meeting of the Executive Council of the Association on March 21, called to consider the dispute with the Edmonton Public School Board, voted to support the Edmonton City teachers in a strike, if the majority award of the conciliation board which had been turned down by the teachers was not improved.

Since the date of the rejection of the award by the Edmonton teachers, some 26 meetings were attended by F. J. C. Seymour and J. D. McFetridge representing the bargaining agent for the teachers. The 91 percent vote in favor of strike action strengthened the hand of the bargaining agent, and the negotiations resulted in the breaking of the award. The settlement involved acceptance of the majority award of the conciliation board for the 1958-59 school year, which was a five percent increase over the scale for the previous year, and improved the award for the 1959-60 school year by some \$213,000, raising it to a seven percent increase over 1958-59. The school board for the first time agreed to recognize one year of experience in the Edmonton Public School system as equal to a step in the schedule. The discretionary clause, by which the school board could hire a teacher at a salary above the schedule, was revised in that the board undertook to use it only in very special circumstances and after consultation with representatives of the Edmonton Local.

At a meeting on April 14 of the teachers of the Edmonton Public School Local, the settlement was outlined. A second meeting was called by petition to protest this procedure and to consider the settlement. At this meeting, held on April 30, the teachers present instructed the bargaining agent to execute the agreement.

## Field services

Among other field work, staff officers have spoken at a number of local and sublocal meetings. On March 18 at Calmar, Dr. Clarke addressed sublocal members on professionalism in the Association. W. R. Eyres spoke at a meeting of the Clover Bar Sublocal on March 18 on sublocal affairs, and the same evening, J. D. McFetridge addressed members of the Red Deer Local on merit pay. On March 25, E. J. Ingram spoke on teaching as a profession at a meeting of the Lamont Local. W. R. Eyres reported on pensions matters to the members of the Horse Hills Sublocal on April 8. The public relations pilot project was Mr. Ingram's topic at local meetings on April 8 at Lacombe, April 14 at Thorhild, and April 29 at Lamont. F. J. C. Seymour was involved for six days on conciliation board proceedings in connection with West Jasper Place School District and Taber School Division disputes. J. D. McFetridge spent two days on the dispute with the County of Ponoka at conciliation board level. Mr. Seymour is representing the bargaining agent in meetings with the Lethbridge Public and Separate School Districts.

## Committees

From the middle of March to the end of April, ten committee meetings were attended by the staff officers and other executive members, several of which are outlined here. On March 16, E. J. Ingram attended the meeting of the Library Committee of the Association, which was struggling with a new function proposed by the Executive Council, namely, to concern itself with libraries in the schools of Alberta. H. C. McCall and J. D. McFetridge presented pension grievance cases to the Board of Administrators, Teachers' Retirement Fund, on March 21.



On April 23, the ATA Membership Committee of Miss E. W. Duff, H. J. McKim Ross, and Dr. Clarke considered further the possibility of membership for school board-appointed superintendents and assistant superintendents. Other problems of membership include private school teachers and kindergarten teachers.

### Career Events Panel

From April 20 to 24, E. J. Ingram spoke on teaching as a career at the Career Nights held in Wetaskiwin, Leduc, Lacombe, Stettler, Oyen, Consort, Bashaw, and Camrose. This is a sharing of this task with S. Aubrey Earl, coordinator of teacher education, Department of Education. The Alberta Teachers' Association regards it as one of its functions to present its professional task to young people who are considering teaching as a career. We are pleased to have Mr. Ingram represent our Association at career events.

### Cooperative activities

On March 17, Dr. Clarke spoke to members of Zones 2 and 3 of the Alberta School Trustees' Association on the role of The Alberta Teachers' Association in education. The teachers' association and the trustees' organization with the Faculty of Education and the Department of Education are jointly studying housing for teachers (teacherages). The data are now collected from secretaries of school districts and divisions and from principals of schools and are awaiting processing. On April 10, Dr. Clarke called a meeting of representatives of these four bodies to consider further work on the school grants study.

### Conferences

On April 11, a local secretaries' conference, organized by W. R. Eyres, was held in the Masonic Temple, Edmonton. The meeting was also attended by President R. F. Staples, A. D. G. Yates, and Dr. Clarke. The administration of local affairs, including minutes, banking, and filing was considered. One common problem discussed was the relationship of

Association locals to principals' associations, and it was emphasized that a cooperative relationship should exist. There was similar discussion about the relationship of the local to sublocals. Various professional and educational study topics which locals might pursue in the coming year were mentioned.

### A tribute

The World Confederation of Organizations of the Teaching Profession has introduced a new publication, *Panorama*. The first issue, for Spring, 1959, contains articles from noted educators in Great Britain, Germany, Switzerland, and the United States. We regard it as a signal honor that the only item from Canada was chosen from *The ATA Magazine* and was published as a guest editorial. The selection is our magazine's September, 1958 editorial, "The Right to be Different".—SCTC

### Erratum

The following resolution was inadvertently omitted from the list of those adopted by the 1959 Annual General Meeting, as reported in the April issue of *The ATA Magazine*. This resolution did not appear on the order paper for the meeting but was moved from the floor on a point of privilege and carried.

C76/59 **BE IT RESOLVED**, that the third "Be It Resolved" clause of policy resolution 4.03 be amended by substituting for the words "without debate" the words "after discussion but without amendment".

Principal required for 32-teacher composite school in Town of Athabasca. 1959-60 salary schedule being negotiated.

Apply, stating qualifications, experience, other pertinent data, and references to **A. W. Burzloff, Assistant Secretary-Treasurer, County of Athabasca No. 12, Colinton, Alberta.**



## The Road Ahead

(Continued from Page 10)

chology, and school administration? Good though United States graduate schools may be, must the traffic be one-way only? Can we have a graduate school that will attract United States students as their schools now attract us?

✓Should federal aid be given to provinces with low cost foundation programs to bring them up to an acceptable Canadian standard? Should federal aid, if and when given, be earmarked for elementary and secondary education, or should it be given as equalization grants in tax rental agreement payments?

Teachers' associations must not stand aside waiting for someone else to solve these problems. They must organize programs of investigation and research that give answers.

To conclude, let us return to the note on which this discussion began. We who profess to teach must get busy and discover effective methods of instruction. We must move from memorization and recitation of facts to mastery of basic concepts and generalizations—away from hundreds of pages of texts to the few great truths buried in the subject matter.

Much of what passes as method today is a conglomeration of dead routines, precedents, and rules that have changed little in the last 50 years. Too many of our colleagues are timid — afraid of change—afraid to use their professional freedom. Some lack the background of sociology, philosophy, and psychology in which methodology has its roots. Unfortunately, psychology is not giving us much help these days. Educational psychologists have gone modern, as have the progressivists; they aren't worrying about the psychology of school subjects, they're too busy studying the subconscious and other ethereal topics to be interested in methodology.

Tell me what our colleagues are going to do in the next 25 years about methods and curricula, and I can make a shrewd guess regarding their salary schedules, prestige, and professional status in 1985.

## Calgary School Board REQUIRES TEACHERS

Applications are now being received for the 1959-60 school year. Positions at every level will be available, including specialists in unit shop, commercial and physical education.

Application forms may be  
obtained from

**R. WARREN**

Superintendent of Schools,  
c/o McDougall School,  
Calgary, Alberta.

## DUPONT COMPANY OF CANADA (1956) LIMITED SCHOLARSHIP

for Secondary School  
Science Teachers

A scholarship amounting to \$1,500 (\$2,100 for a married man) is being offered again this year by the DuPont Company of Canada (1956) Limited to a secondary school science teacher or a prospective secondary school science teacher.

Application forms are available through the office of the Dean, Faculty of Education, University of Alberta, Edmonton.



# Teachers' Directory

## Department of Education Supervisory and Superintendency Staff

### Chief Superintendent of Schools

T. C. Byrne, M.A., Ed.D.

### Assistant Chief Superintendent of Schools

H. C. Sweet, B.A., B.Ed.

### Special Supervisors

A. A. Aldridge, B.A., Ed.M.

A. Berneice MacFarlane, B.Ed., M.Sc.

J. P. Mitchell, B.Sc., Ed.M.

G. L. Peers, B.A.

Supervisor of Guidance

Supervisor of Home Economics

Supervisor of Industrial Arts

Assistant Supervisor of Guidance

### Inspectors of High Schools

G. L. Berry, M.A., B.Ed.

\*E. D. Hodgson, M.Ed.

C. B. Johnson, B.Sc., M.A.

J. C. Jonason, M.A., Ed.D.

L. W. Kunelius, B.Sc., M.A.

O. Massing, B.A., M.Ed.

\*R. E. Rees, M.A., Ph.D.

Department of Education, Edmonton

825 - 12 Street A South, Lethbridge

Department of Education, Edmonton

134 - 8 Avenue East, Calgary

5009 Gaetz Avenue, Red Deer

\*On leave

### Superintendents of School Divisions and Counties

Name	Address	Division or County
N. J. Andruski, M.Ed.	Grande Prairie	County of Grande Prairie No. 1
J. B. Bell, B.A., B.Ed.	Warner	County of Warner No. 5
E. H. Bliss, B.A., B.Ed.	Trochu	Three Hills No. 60
J. H. Blocksidge, B.A., B.Ed.	Lamont	Lamont No. 18
T. K. Creighton, M.A.	Stettler	County of Stettler No. 6
W. R. Dean, B.A., B.Ed.	Drumheller	Drumheller No. 30 and Red Deer Valley No. 55
E. M. Erickson, B.A., B.Ed.	Wetaskiwin	County of Wetaskiwin No. 10
F. B. Facey, M.A.	Vegreville	Vegreville No. 19
O. Fadum, M.Ed.	High Prairie	High Prairie No. 48
George Filipchuk, M.Ed.	Lac la Biche	Lac la Biche No. 51
J. H. Finlay, B.Ed.	Edson	Edson No. 12 and Coal Branch No. 58
M. G. Gault, B.S.A., B.Ed.	Athabasca	County of Athabasca No. 12
I. Goresky, M.A., M.Ed.	Thorhild	County of Thorhild No. 7
H. J. Hall, M.Ed.	Rocky Mountain House	Rocky Mountain No. 15
L. G. Hall, B.A., M.Ed.	Wainwright	Wainwright No. 32
J. R. S. Hambly, B.Sc., M.Ed.	Camrose	Camrose No. 20
F. Hannechko, B.A., B.Ed.	Stony Plain	Stony Plain No. 23



W. G. Hay, M.A.	Hanna	Berry Creek No. 1 and Sullivan Lake No. 9
G. F. Hollinshead, B.Sc., B.Ed.	1001 - 8 Avenue West, Calgary	Calgary No. 41
M. Holman, B.Ed.	Strathmore	Wheatland No. 40
S. W. Hooper, B.Sc., M.A.	Olds	Olds No. 31
J. S. Hrabi, B.Ed., B.A.	9014 - 93 Street, Edmonton	At large
A. D. Jardine, B.Sc., Ed.M.	Fort Vermilion	Fort Vermilion No. 52
W. S. Korek, B.Sc., B.Ed.	Claresholm	Macleod No. 28
H. A. Kostash, B.A., B.Ed.	Smoky Lake	Smoky Lake No. 39
A. E. Kunst, B.A., B.Ed.	Castor	Castor No. 27 and Neutral Hills No. 16
O. P. Larson, B.Sc., M.Ed.	Brooks	County of Newell No. 4
C. M. Laverty, B.A., B.Ed.	High River	Foothills No. 38
R. Leskiw, B.Ed.	Daysland	Killam No. 22
R. F. McCormick, B.Sc., B.Ed.	Provost	Provost No. 33
R. V. McCullough, A.B.	Red Deer	Red Deer No. 35
E. G. McDonald, B.A., B.Ed.	Westlock	Westlock No. 37
W. D. McGrath, B.Ed.	Peace River	Peace River No. 10
J. A. McKay, B.Sc., M.A.	147 - 6 Street S.E., Medicine Hat	Medicine Hat No. 4
Munroe MacLeod, M.A.	11642 - 72 Avenue, Edmonton	Edmonton Non-Divisional Districts
H. A. MacNeil, M.Ed.	Bonnyville	Bonnyville No. 46
O. L. Matson, B.Sc., B.Ed.	Spirit River	Spirit River No. 47
C. G. Merkle, B.Sc.	Cardston	St. Mary's River No. 2
E. C. Miller, B.A.	523 - 13 Street South, Lethbridge	Lethbridge No. 7
N. Myskiw, B.Sc., B.Ed.	Two Hills	Two Hills No. 21
L. D. Nelson, M.Ed.	Foremost	County of Forty Mile No. 8
R. C. Ohlsen, B.Ed.	Barrhead	County of Barrhead No. 11
H. A. Pike, B.Ed.	Holden	County of Beaver No. 9
N. M. Purvis, B.Sc.	Taber	Taber No. 6
C. Pyrch, B.A., B.Ed.	Leduc	Leduc No. 49
R. Racette, B.A.	St. Paul	St. Paul No. 45
F. M. Riddle, B.Sc., B.Ed.	Grande Prairie	East Smoky No. 54 and Grande Prairie Inspectorate
H. R. Ross, B.Sc., B.Ed.	Lacombe	Lacombe No. 56
A. L. Schrag, B.Sc., B.Ed.	Vulcan	County of Vulcan No. 2
J. I. Sheppy, M.A., B.Ed.	Sangudo	Lac Ste. Anne No. 11
S. D. Simonson, B.Sc., B.Ed.	Vermilion	Vermilion No. 25
J. F. Swan, B.A., B.Ed.	10636 - 79 Avenue, Edmonton	Sturgeon No. 24
K. H. Thomson, M.A., Ed.D.	Pincher Creek	Pincher Creek No. 29
L. A. Walker, B.A., B.Paed.	10426 - 81 Avenue, Edmonton	Clover Bar No. 13
C. M. Ward, B.Sc., B.Ed.	Oyen	Acadia No. 8
R. M. Ward, B.Ed.	Fairview	Fairview No. 50
E. W. White, B.A.	Ponoka	County of Ponoka No. 3
G. L. Wilson, B.Sc.	134 - 8 Avenue East, Calgary	Calgary Non-Divisional Districts

Some changes in this listing are expected but they will not be effective until September, 1959.



## Superintendents of Urban School Districts

Name	Address	District
Hilaire E. Beriault, B.A.	10455 - 158 Street, Edmonton	Jasper Place CS No. 45
L. H. Bussard, M.A., M.Ed.	433 - 15 Street South, Lethbridge	Lethbridge No. 51
R. A. Cannon, B.A.	1347 - 12 Avenue West, Calgary	Calgary CS No. 1
G. H. Dawe, M.Ed.	4747 - 53 Street, Red Deer	Red Deer No. 104
J. C. Jensen, B.Ed., M.Sc.	Drumheller	Drumheller No. 2472
R. A. Kimmitt, M.Ed.	425 - 18 Street South, Lethbridge	Lethbridge CS No. 9
A. A. O'Brien, B.A.	9807 - 106 Street, Edmonton	Edmonton CS No. 7
R. N. Paton, B.Sc.	Wetaskiwin	Wetaskiwin No. 264
W. P. Wagner, B.A., M.Ed.	10733 - 101 Street, Edmonton	Edmonton Public No. 7
R. Warren, B.A., Ed.M.	McDougall School, Calgary	Calgary Public No. 19
Peter F. Bargaen, M.A.	10045 - 156 Street, Edmonton	West Jasper Place No. 4679

## Secretary-Treasurers

### Divisions

#### Division and Number

Acadia No. 8  
 Berry Creek No. 1  
 Bonnyville No. 46  
 Calgary No. 41  
 Camrose No. 20  
 Castor No. 27  
 Clover Bar No. 13  
 Coal Branch No. 58  
 Drumheller No. 30  
 East Smoky No. 54  
 Edson No. 12  
 Fairview No. 50  
 Foothills No. 38  
 Fort Vermilion No. 52  
 High Prairie No. 48  
 Killam No. 22  
 Lac la Biche No. 51  
 Lacombe No. 56  
 Lac Ste. Anne No. 11  
 Lamont No. 18  
 Leduc No. 49  
 Lethbridge No. 7  
 Macleod No. 28  
 Medicine Hat No. 4

#### Secretary-Treasurer and Address

C. G. Peterson, Oyen  
 J. A. Lukey, Sunnynook  
 Arthur G. Lapointe, Bonnyville  
 O. P. Gosling, 1001 - 8 Avenue West, Calgary  
 S. Hesketh, Camrose  
 G. G. Campbell, Castor  
 Charles Bowker, 10426 - 81 Avenue, Edmonton  
 D. S. Blundell, Edson  
 R. C. Horley, Drumheller  
 Martin Intscher, DeBolt  
 D. S. Blundell, Edson  
 Miss C. Wyness (Secretary), Fairview  
 J. W. Donald, High River  
 A. D. Jardine, Fort Vermilion  
 J. H. Sanders, High Prairie  
 Ed. Borth, Killam  
 W. J. Chester, Lac la Biche  
 H. Edgar Todd, Lacombe  
 F. A. Rolof, Sangudo  
 M. Woycenko, Lamont  
 A. R. Perschbacher, Leduc  
 R. M. Glover, 214 - 13 Street South, Lethbridge  
 A. P. Grant, Granum  
 A. T. Shand, Medicine Hat



Neutral Hills No. 16  
 Olds No. 31  
 Peace River No. 10  
 Pincher Creek No. 29  
 Provost No. 33  
 Red Deer No. 35  
 Red Deer Valley No. 55  
 Rocky Mountain No. 15  
 Smoky Lake No. 39  
 Spirit River No. 47  
 St. Mary's River No. 2  
 Stony Plain No. 23  
 St. Paul No. 45  
 Sturgeon No. 24  
 Sullivan Lake No. 9  
 Taber No. 6  
 Three Hills No. 60  
 Two Hills No. 21  
 Vegreville No. 19  
 Vermilion No. 25  
 Wainwright No. 32  
 Westlock No. 37  
 Wheatland No. 40

C. G. Stillings, Consort  
 J. B. Ludwig, Didsbury  
 P. R. Sproul, Peace River  
 A. L. Wadstein, Pincher Creek  
 J. H. Cochrane, Hughenden  
 H. T. H. Roberts, Red Deer  
 Miss C. Sinclair, Box 539, Drumheller  
 R. Crawford, Rocky Mountain House  
 S. Antoniuk, Smoky Lake  
 W. D. Robertson, Spirit River  
 R. Sackley, Cardston  
 A. W. Boychuk, Stony Plain  
 L. Philippe Meunier, St. Paul  
 E. Meaden, Morinville  
 H. K. Fielding, Hanna  
 M. V. Crumley, Taber  
 A. W. Poland, Box 165, Trochu  
 P. M. Shavchook, Two Hills  
 D. W. Kennedy, Vegreville  
 J. R. Robson, Vermilion  
 Oliver G. Griffiths, Wainwright  
 Walter Burchett, Westlock  
 H. C. Willson, Strathmore

## Counties

### County and Number

Athabasca No. 12  
 Barrhead No. 11  
 Beaver No. 9  
 Forty Mile No. 8  
 Grande Prairie No. 1  
 Newell No. 4  
 Ponoka No. 3  
 Stettler No. 6  
 Thorhild No. 7  
 Vulcan No. 2  
 Warner No. 5  
 Wetaskiwin No. 10

### Secretary-Treasurer and Address

S. C. Ward, Meanook  
 R. Penrice, Barrhead  
 O. Monsson, Ryley  
 R. R. Wallman, Foremost  
 R. B. Bowen, Grande Prairie  
 H. C. Scammell, Brooks  
 Peter MacDonald, Ponoka  
 L. P. Williams, Stettler  
 P. G. Woloschuk, Thorhild  
 D. D. McQueen, Vulcan  
 D. M. Holladay, Warner  
 G. Baker, Wetaskiwin

## Districts

### District and Number

#### Cities

Calgary Public No. 19  
 Camrose No. 1315  
 Drumheller No. 2472  
 Edmonton Public No. 7  
 Grande Prairie No. 2357  
 Lethbridge No. 51  
 Medicine Hat No. 76

### Secretary-Treasurer and Address

L. W. Bessell, McDougall School, Calgary  
 C. McGill, Camrose  
 J. C. Jensen, Drumheller  
 T. W. Meen, 10733 - 101 Street, Edmonton  
 F. E. Hays, Grande Prairie  
 A. J. Watson, 433 - 15 Street South, Lethbridge  
 G. H. Davison, Medicine Hat



Red Deer No. 104  
Wetaskiwin No. 264

Calgary CS No. 1  
Camrose CS No. 60  
Drumheller CS No. 25  
Edmonton CS No. 7  
Lethbridge CS No. 9  
Red Deer CS No. 17  
Sacred Heart CS No. 15  
St. Joseph CS No. 28  
  
St. Louis CS No. 21

Mrs. Lillian Scott, 4747 - 53 Street, Red Deer  
C. B. McMurdo, Wetaskiwin

R. A. Cannon, 1347 - 12 Avenue West, Calgary  
Rev. D. Hebert, Camrose  
Rev. James H. Smith, Box 361, Drumheller  
L. J. Slavik, 9807 - 106 Street, Edmonton  
N. L. Reilander, 425 - 18 Street South, Lethbridge  
Donald Allan, 3716 - 44A Avenue, Red Deer  
Rev. J. R. MacDonald, Wetaskiwin  
Miss Ida E. Blais, St. Joseph High School,  
Grande Prairie  
W. M. Gray, 30 - 7 Street N.E., Medicine Hat

## Towns

Beverly No. 2292  
  
Bonnyville No. 2665  
Bow River No. 1059  
Bowness No. 4590  
Brooks No. 2092  
Coleman No. 1216  
Devon No. 4972  
Hanna No. 2912  
Hardisty No. 1659  
High River No. 144  
Lodgepole No. 5073  
McMurray No. 2833  
Montgomery No. 4967  
Redcliff No. 2283  
Stettler No. 1475  
St. Albert No. 3  
St. Paul No. 2228  
Thibault CP No. 35  
West Jasper Place No. 4679

Mrs. Hazel Mills, c/o Central School, 40 Street and  
116 Avenue, Beverly  
M. A. Biron, Bonnyville  
Mrs. Delores Gardiner, Forest Lawn  
Mrs. Elsie E. Hogg, Bowness  
A. B. Zubot, Brooks  
Mrs. Nora Goulding, Coleman  
B. D. Stover, Devon  
Percy Cochran, Hanna  
W. S. Pedlar, Hardisty  
J. W. Donald, High River  
L. A. Brodeur, Lodgepole  
Mrs. R. Tolen, McMurray  
J. R. Forrest, Box 480, Montgomery  
J. Congdon, Redcliff  
V. E. Whittaker, Stettler  
Chris McDonell, St. Albert  
S. D. LeFebvre, St. Paul  
Paul E. Brochu, Morinville  
A. L. Miller, 10045 - 156 Street, Edmonton

Beaverlodge CS No. 68  
Beverly CS No. 52  
Bowness CS No. 69  
Bow River CS No. 55  
Coaldale CS No. 73  
Cold Lake CS No. 64  
Glen Avon PS No. 5  
High Prairie CS No. 56  
Immaculate Conception  
CS No. 43  
Jasper Place CS No. 45  
Providence CS No. 30  
Provost CS No. 65  
Rosary CS No. 37  
St. Albert PS No. 6  
St. John's CS No. 32  
St. Martin's CS No. 16

Rev. T. P. Murphy, Beaverlodge  
J. J. Weber, 11301 - 38 Street, Beverly  
Rev. Charles J. Clancy, Box 419, Bowness  
Rev. George Gunnip, Forest Lawn  
Rev. Gregory McLellan, Box 566, Coaldale  
Mrs. Kathryn Bartholomew, Box 10, Cold Lake  
J. Wengzynowski, St. Paul  
Rev. A. J. Gould, High Prairie  
A. Martineau, Peace River  
  
R. A. E. Bolduc, 10421 - 159 Street, Edmonton  
Mrs. F. A. Chalifoux, Box 8, McLennan  
Mrs. Jean Schumacher, Provost  
Mrs. Helen Turner, Manning  
H. Armstrong, P.O. Box 60, St. Albert  
Rev. B. Brown, McMurray  
Wm. Luhoway, Vegreville



St. Michael's CS No. 18

St. Thomas More CS No. 35

Ste. Marie CS No. 36

Taber CS No. 54

Therasetta CS No. 23

Wainwright CS No. 31

John Sellinger, c/o Royal Bank of Canada,  
Pincher Creek

Rev. A. Kosolofski, OMI, Fairview

Gerard Dufour, Spirit River

Rev. C. J. Lyons, Box 460, Taber

Rev. J. J. O'Halloran, Castor

Andrew Turner, Wainwright

## Rural Districts

Acomb No. 4525

Anzac No. 4979

Atlee No. 3389

Banff No. 102

Bear Canyon No. 4948

Biggin Hill No. 5029

Bridge Creek No. 4984

Brule No. 3537

Buffalo Park No. 5047

Burmis Camp No. 5066

Canmore No. 168

Cherry Point No. 4721

Chipewyan No. 4924

Chisholm No. 4632

Conklin No. 4835

\*East Prairie No. 4916

\*Elizabeth No. 4886

Exshaw No. 1699

Faraway No. 4689

\*Fishing Lake No. 4850

Griesbach No. 5028

Grovedale No. 4910

Hays No. 5005

Iosegun No. 5093

Jasper No. 3063

\*Kikeno No. 4866

Lake Louise No. 1063

Loon Lake No. 5099

Lubicon Lake No. 5094

Mynarski Park No. 5012

Nordegg No. 3211

Normandy No. 4986

\*Paddle Prairie No. 4893

Pelican Mountain No. 5088

Portsmouth No. 3705

Ralston No. 4981

Seebe No. 4152

South Wapiti No. 4623

St. Isidore No. 5054

R. Racette (OT), St. Paul

George Filipchuk (OT), Lac la Biche

R. Stewart (Acting), Atlee

T. W. Balderston, Box 748, Banff

R. M. Ward (OT), Fairview

Official Trustee, RCAF Station, Cold Lake

F. M. Riddle (OT), Box 520, Grande Prairie

D. S. Blundell, Edson

Lt. A. A. Yager, Camp Wainwright

T. Van Wyk, Pincher Creek

J. B. Eklof, Canmore

R. M. Ward (OT), Fairview

Miss I. B. Stewart, Fort Chipewyan

P. T. Brown, Chisholm

George Filipchuk (OT), Lac la Biche

H. F. Irwin (OT), Administration Building, Edmonton

H. F. Irwin (OT), Administration Building, Edmonton

L. E. J. Day, Exshaw

E. W. White (OT), Box 10, Ponoka

H. F. Irwin (OT), Administration Building, Edmonton

Official Trustee, HQ, Western Command, Kingsway  
Avenue, Edmonton

F. M. Riddle (OT), Box 520, Grande Prairie

N. M. Purvis (OT), Taber

A. N. Sturko, Fox Creek

W. L. Yorke, Jasper

H. F. Irwin (OT), Administration Building, Edmonton

G. L. Wilson (OT), 134 - 8 Avenue East, Calgary

F. Neufeld (OT), Loon Lake

T. S. Taralson (OT), Peace River

Official Trustee, c/o Commanding Officer, RCAF  
Station, Penhold

H. J. Hall (OT), Rocky Mountain House

Official Trustee, c/o Commanding Officer, RCAF  
Station, Lancaster Park

H. F. Irwin (OT), Administration Building, Edmonton

Isaac Glick, Box 690, Athabasca

H. F. Peters (OT), Dominion Range Experimental  
Station, Manyberries

D. H. Williams, Suffield Experimental Station, Ralston

J. T. Crowder, Seebe

F. M. Riddle (OT), Box 520, Grande Prairie

Evens Lavoie, Peace River



\*Utikuma No. 4904  
Waterton Park No. 4233  
\*Wolf Lake No. 4894

Breynat CS No. 53  
Clandonald CS No. 29  
Fort Chipewyan CS No. 57  
Fort Vermilion CS No. 26  
Jubilee PS No. 4  
St. Laurent CS No. 47  
Ste. Bernadette CS No. 34

H. F. Irwin (OT), Administration Building, Edmonton  
O. J. Tidball, Waterton Park  
H. F. Irwin (OT), Administration Building, Edmonton

Mrs. G. Duperron, Breynat  
P. Convey, Clandonald  
Sr. M. Louise Champoux, Fort Chipewyan  
Rev. G. Tessier, OMI, Fort Vermilion  
Mrs. Anna Roy, Jean Cote  
J. A. Brosseau, Brosseau  
Rev. Robert A. Lerouge, Picardville

## Villages

Cochrane No. 142  
Stirling No. 647  
Turner Valley No. 4039

Assumption CS No. 50  
Killam CS No. 49  
Picture Butte CS No. 79  
Pontmain CS No. 20  
Sexsmith CS No. 51  
St. Aubin CS No. 24  
St. Rita's CS No. 27

Violet M. Scott, Cochrane  
Mrs. E. L. Christenson, Stirling  
A. Collins, Black Diamond  
Rev. S. J. Molnar, Box 76, Oyen  
James A. Slavik, Killam  
Rev. Wm. O. MacCallum, Picture Butte  
Rev. V. Hartman, Trochu  
Albert C. Manary, Sexsmith  
R. Delemont, Chauvin  
Rev. E. F. Lehman, Box 31, Rockyford

## Consolidated Districts

Barons No. 8  
Crowsnest No. 78  
Falher No. 69  
Forestburg No. 45  
Galahad No. 62  
Great Bend No. 42  
Lousana No. 38  
Nanton No. 50  
Parkland No. 51

Frank Dawley, Barons  
L. D. Huntley, Blairmore  
Gerard Levesque, Falher  
Carl Farvolden, Forestburg  
Donald C. Kueffer, Galahad  
Frank Watson, R.R. No. 2, Delburne  
Joseph Smith, Lousana  
E. Coutts, Nanton  
Mrs. R. Howey, Parkland

OT Official Trustee  
CS Roman Catholic Separate  
CP Roman Catholic Public  
PS Protestant Separate  
\* Metis School

## LIFE INSURANCE IS FOR LIVING...



So that your years of retirement may be years of  
leisure and travel, better see about a  
**SUN LIFE Retirement Annuity.**

# SUN LIFE OF CANADA

Head Office • Montreal



# Announcements

## Library Workshop

The first Canadian national workshop on library service in the schools will be held on June 26 and 27 at the University of Alberta. Aims and importance of library service in schools, responsibility of administrative authority, and other related topics will be discussed.

Applications for registration should be addressed to Mrs. Yvonne Northwood, Room 606, 63 Sparks Street, Ottawa 4, Ontario.

## Recreation Summer School

The Department of Economic Affairs is offering a special course, Educational Gymnastics, in its summer school program at the 1959 Recreation Leadership School at Red Deer, July 6 to August 1.

Information and application forms may be obtained by writing to the Community Recreation Bureau, Cultural Activities Branch, Department of Economic Affairs, Edmonton.

## Health and Physical Education Convention

The Northern Alberta Jubilee Auditorium in Edmonton will be the site of the 1959 National Biennial Convention of the Canadian Association for Health, Physical Education, and Recreation, from June 22 to 26.

Information concerning the program, registration, and accommodation may be obtained from Miss Pat Austin, secretary of the Convention Committee, School of Physical Education, University of Alberta, Edmonton.

## ***Notice Regarding Eligibility for Refund under Section 7, By-law No. 1 of 1948***

A recent amendment to Section 7 of By-law No. 1 of 1948 of *The Teachers' Retirement Fund Act* permits teachers who began contributing to the Teachers' Retirement Fund **after age 50**, and who are not eligible to receive a retirement allowance at retirement age, to obtain refunds of all contributions and interest to their credit in the Fund, upon application from year to year although continuing in teaching service, or upon withdrawal from teaching without application. Application for refund may be made once each year.

Forms for applying for refund under Section 7 of By-law No. 1 of 1948 may be obtained from the office of the Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.

**Board of Administrators  
Teachers' Retirement Fund**



## New Directions in Principal Selection

(Continued from Page 12)

tions in principal selection that present procedures are totally inadequate. This is not the case. In most instances they have evolved through careful study and consultation. Yet the fact remains that there is no scientific procedure currently available which will quickly identify the proper candidate and predict his probable success as a principal. When experimentation and research reveal how this can be accomplished, there will be greater assurance of effective leadership in Canadian schools.

### Bibliography

- 1—American Association of School Administrators and Research Division of NEA, "Policies and Practices in the Selection of Personnel for Administrative Positions", *Educational Research Circular*, No. 6 (July, 1958).
- 2—Bass, Bernard, "The Leaderless Group Discussion", *Psychological Bulletin*, LI (September, 1954) 465-91.
- 3—Dawson, D. T., Geddis, T. B., Deacon, L., and Kinney, C. F., "The Training and Selection of Future Elementary School Administrators", *Twenty-fifth Yearbook of the California Elementary School Administrators*, 1953, 85-99.
- 4—*Education Summary*, XI (November 12, 1958) 2.
- 5—Featherstone, Richard L., "The Selection and On-the-Job Preparation of Elementary School Principals in Ohio Cities", (Unpublished doctoral dissertation, Ohio State University, 1954).
- 6—Greene, Jay E., "How Do Large Cities Select Principals?" *National Elementary Principal*, XXXIV (May, 1955) 33-36.
- 7—Hadley, William N., "Selecting the Elementary School Principal", (Unpublished doctoral dissertation, Teachers College Columbia, 1951).
- 8—Mandell, Milton M., and Adkins, Dorothy C., "The Validity of Written Tests for the Selection of Administrative Personnel", *Educational and Psychological Measurement*, VI (Autumn, 1946) 293-312.
- 9—McNamara, Robert A., "A Study of the Practices and Procedures in the Selection, Examination, and Appointment of Secondary School Principals in Pennsylvania", (Unpublished doctoral dissertation, University of Pittsburgh, 1956).
- 10—Morrison, Hugh S., "Selection Processes for Principals Positions With Emphasis on Seven City School Systems in Ohio", (Unpublished doctoral dissertation, Ohio State University, 1957).
- 11—Peterson, Ted T., "Selecting School Administrators: An Evaluation of Six Tests", (Unpublished doctoral dissertation, Stanford University, 1958).
- 12—Scott, Frank A., "The Development and Evaluation of an Instrument to Assess the Attitudes of Public School Principals", *Journal of Experimental Education*, XXVI (March, 1958) 185-96.
- 13—Tompkins, Virgil, "The Recruitment and Selection of Public Secondary School Principals in New York State", (Unpublished doctoral dissertation, Teachers College Columbia, 1951).

## The Cave or the Open Road

(Continued from Page 19)

"No," said the Philosopher. "Like all else, Freedom is relative. Choice is different for every man and so is Freedom."

"No absolutes whatsoever in your plan?" asked Smith. "I seem to remember that earlier you mentioned that it allowed for absolutes."

"Within the caves of the Idealists you will find absolutes," said the Philosopher. "Whatsoever the inhabitants wish they may have."

"Useful experience in the cave of the Pragmatists?" asked Smith.

"Yes."

"And in the cave of the Realists, reality and experience are independent?"

"Yes."

"Caves collapse."

"Not these."

"Why not?"

"Because within this plan, all recognize

and accept Relativity, and Freedom of choice. The dwellers in the caves admit the Open Road without. No one declares that his is the only true choice."

The quietness evident in this last utterance impressed Smith despite himself.

"There may be storms on the road," said Smith. "It may not always be fine weather."

"That is so," said the Philosopher, looking at him with a steady gaze.

Smith sat down, slowly. He muttered to himself: "The Cave or the Open Road." He felt tired; precocity hung around him like a stiff mantle hindering movement. It was pleasant just to sit.

The Philosopher let him be, allowing for rest—for the Philosopher knew that Smith would soon be up of his own volition and off and away, questing, striving, searching, doubting—adventuring on the Open Road.



## ACCOMMODATION FOR SUMMER SCHOOL STUDENTS

on the University Campus

Apply

**ST. STEPHEN'S COLLEGE**  
**EDMONTON, ALBERTA**

**FIELD, HYNDMAN, FIELD,  
OWEN, BLAKEY & BODNER**

Barristers and Solicitors

Solicitors for the  
Alberta Teachers' Association

516 McLeod Building Telephone GA 4-2861  
Edmonton, Alberta

**J. J. BUTCHART & ASSOCIATES**  
**OPTOMETRISTS**  
Edmonton, Alberta

Woodward Stores Ltd., Phone GA 4-0151  
Westmount Shoppers' Park, Ph. GL 5-2868  
J. Butchart, G. O. Haugh, E. A. Soderman

**DELOITTE, PLENDER,  
HASKINS & SELLS**  
**CHARTERED ACCOUNTANTS**  
**EDMONTON**  
Telephone GA 4-8225

Taber Separate School requires elementary  
teachers for September, 1959

Apply to—

**REV. C. J. LYONS**  
**Box 460, Taber, Alberta**

**FOR RENT:** Furnished bachelor apt., down-  
town Toronto. July 1 to Aug. 31. \$85 month.  
Pauline Hughes, 433 Sherbourne St., Toronto 5.

**SAY YOU SAW IT IN THE ATA  
MAGAZINE!**

## MEDICINE HAT

### School District No. 76

There will be vacancies on the staff  
of the Medicine Hat City Schools for  
the coming year for teachers of—

- High School
- Junior High School
- Elementary School
- Opportunity Class

Commencing salaries range  
up to \$7,800.

Application form and copy of salary  
schedule will be forwarded upon  
request to—

**G. H. DAVISON**

Secretary-Treasurer

Medicine Hat School District No. 76  
Box 189, Medicine Hat

## LACOMBE SCHOOL DIVISION

Requires teachers

Applications are now being received  
for the fall term. Teachers will be  
required at the elementary, junior  
and senior high school level, at all  
our centralized schools.

Vacancies at

#### Lacombe

- one for elementary physical education, with  
part Grade 6
- one for physical education, female, includes  
teaching junior and senior high health
- one full time French teacher for  
Grades 7 to 12, must speak French fluently

#### Blackfalds

- science teacher, Grades 7 to 9

#### Clive

- science teacher, Grades 7 to 10

#### Bentley

- one junior high or senior high  
teacher, general pattern

Application forms may be obtained from

**Secretary-Treasurer**  
**Lacombe School Division**  
**Lacombe, Alberta**



**Lake Edith Lodge  
JASPER**

**Catering to GROUPS, FAMILIES,  
and INDIVIDUALS**

Swimming, Boating, Fishing, Hiking, Riding,  
or just plain Relaxing,  
Baseball, volleyball, horseshoes,  
table tennis, shuffleboard, etc.

Lounge and excellent dining room  
service. Rates from \$1.50 up  
European, \$5 American.

Write for free brochure  
**Director, Lake Edith Lodge**  
c/o Y.M.C.A., Edmonton

**EAST SMOKY  
SCHOOL DIVISION No. 54**

Requires teachers for Elementary, Junior High,  
and Senior High Schools at Valleyview,  
Crooked Creek, and DeBolt

**Salary schedule for 1959-60**

	1st Yr.	4th Yr.	6th Yr.
Minimum	2800	4400	4850
Maximum	4200	6400	7250
Increments	2x300	2x300	2x300
	and 4x200	and 7x200	and 9x200

Bonus of \$200 - \$300 in addition to above.

Apply to:

**M. Intscher, Secretary-Treasurer,**  
**East Smoky School Division No. 54,**  
**DeBolt, Alberta.**

## ***Notice Regarding Definition of "Teacher" for Teachers and School Board Secretaries***

Section 2(d) of *The Teachers' Retirement Fund Act* has been amended to read as follows:

"teacher" means any person who holds a valid certificate of qualification issued under the regulations of the Minister of Education and who is employed

(i) by the board of trustees of a school district or division, constituted under *The School Act*, in the capacity of

(a) a teacher, or

(b) a librarian devoting his full time to the work of a school,

or by the Lloydminster Public School District in the capacity of a teacher;

(ii) as a superintendent, supervisor, principal or other such official of a school district or a school division formed and constituted under *The School Act*, and includes a person employed by the board of trustees of a school district or division constituted under *The School Act* and engaged in a non-teaching capacity, if the holding of a valid certificate of qualification issued under the regulations of the Minister of Education is required by the board of trustees as a condition of the employment and the requirement is approved by the Board of Administrators.

The Board of Administrators suggests that any teacher considering a position other than as a teacher, librarian, superintendent, supervisor, or principal contact the Board regarding his position under *The Teachers' Retirement Fund Act* before he accepts it.

It is suggested also, that school boards considering the establishment of positions other than those listed above, contact the Board regarding the status under this Fund of any teacher appointed to the position.

**Board of Administrators  
Teachers' Retirement Fund**



# The Alberta Teachers' Association

## Code of Ethics

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of The Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by The Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavorable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.



# Q & A

## OUR READERS WRITE

◆ *What is the difference between termination and dismissal?*

A teacher can terminate his contract by resigning. When a school board terminates its contract with a teacher, its action is often described as a dismissal.

◆ *Our principals' association decided the fee for our next teachers' institute. Have the principals the right to do this?*

No. Such matters should be referred to the local or sublocal for discussion and decision. A principals' association is not a constitutional entity in The Alberta Teachers' Association and it should therefore be careful to refer matters affecting teachers to the local association.

◆ *Isn't it true that you (Mr. Seymour) are the official bargaining agent of The Alberta Teachers' Association?*

No. An individual is never a bargaining agent. The Alberta Teachers' Association is the official bargaining agent. In dispute situations the Association appoints one of the staff officers or other persons to represent the Association.

◆ *Why is The Alberta Teachers' Association opposed to positional bonuses for junior high school and high school teachers?*

The Association is opposed to such bonuses because it has, by majority decision in Annual General Meeting, decided that teachers should be paid on the basis of professional preparation and experience.

◆ *What should be done about a teacher who criticizes ATA policies in public?*

He should be informed that a professional person respects policy determined by his associates through their profes-

sional organization. Objection to those policies should be registered among colleagues and through a sublocal or local organization.

◆ *When will the ATA Credit Union start?*

No definite date can be given. An ad hoc committee of the Executive Council will present a report to the June meeting of a proposed organization.

◆ *Does a school staff have the legal right to keep children off school grounds before and after school and during the noon lunch hour?*

Only the school board has the legal right to make regulations covering this matter. During the school day the principal and staff have the right to direct and supervise use of the school grounds, subject to approval of the school board. It is therefore clear that the school staff does not have the right in law to exclude anyone from the school grounds before and after school hours.

◆ *Many of our critics say that The Alberta Teachers' Association protects incompetent teachers. Is this true?*

The Association is not judge and jury. Its obligation to any member is to assure that a proper hearing is provided following investigation. The Association's insistence that orderly and legal procedures are followed is often misinterpreted as being a defence of incompetency. It should, however, be understood clearly by everyone that the Association will not accept as valid judgment the opinion of any and all on the matter of a teacher's competency. In all cases of charges of incompetency, the Association seeks the judgment of those who have been trained to determine whether a teacher is competent.



# Public Relations

Your general secretary, along with Executive Assistant Ernie Ingram, attended a Canadian Teachers' Federation Public Relations Conference held in Ottawa, April 16 - 18. Delegates from nearly all the provincial teachers' organizations were present.

Public relations was defined as "an attempt to achieve a degree of public understanding and acceptance so that an organization can achieve its objectives with a minimum of friction". Using this definition, we could think of the public understanding and acceptance of either The Alberta Teachers' Association, or of education. The latter is broader and it affects the former.

This spring, Mr. Ingram tested the understanding and acceptance of education of all the parents of Grade IV students in several school divisions in Alberta. The results just tabulated for one school division afford no cheer. For example, on costs, the majority of parents agree that:

- school administration costs (caretaking, secretarial work, etc.) are too high;
- some of our school buildings are unnecessarily elaborate and costly;
- school costs are too high for the results achieved.

On the other hand, still on costs, a more hopeful understanding and acceptance is shown by even stronger majorities agreeing that:

- it is worth the cost of counters, stoves, and sewing machines to have good facilities for household economics courses;
- parents are glad to see more money being spent to equip school laboratories adequately.

It is obvious that the understanding and acceptance of their schools shown by the public in this particular school division hardly guarantee that educational objectives can be financed with a minimum of friction.

Public reaction to school discipline is more mixed. The majority of Grade IV parents contend that discipline is too lax, while also agreeing that the idea of self-discipline used in our schools today is more effective than discipline through fear. They agree that the play atmosphere of today's schools does not develop perseverance, but even more strongly agree that the initiative stimulated in schools of today benefits a person the rest of his



life. Such a mixture of reactions is bound to produce varied pressures upon the school relating to control procedures.

To return to our topic, we can clearly see that education in Alberta needs good public relations. The CTF conference considered ways and means.

First, to avoid misunderstandings, it was agreed that a public relations program is not the same as publicity. It is not an advertising campaign, the securing of free radio, TV, and newspaper space, glad-handing or lobbying, nor is it aimed at increasing the schools' popularity. Rather, public relations is a way of conducting one's affairs. It is 90 percent doing the right thing and 10 percent letting it be known that the right thing is being done.

Obviously, the best public relations medium education has is the classroom teacher. Every day some 25 youngsters go home and make unstudied reports about education. What they say about school life is one of the major factors in public understanding and acceptance of education. This does not mean that teachers must aim to be popular, but it does mean that they must do a good job. No amount of publicity can counteract the adverse effect of a cranky, sarcastic teacher, or of an inefficient, incompetent teacher.

When a good job is being done, the public must be informed. As the CTF conference concluded, this is the essence of public relations. The exact medium chosen is immaterial, but somehow people must know. Here is where a difficulty occurs. The quiet, effective work done by a classroom teacher is not "news", but let the same classroom teacher lose her temper and break a yardstick over a child's head and the moccasin telegraph spreads this far and wide. This is a reflection on the modern phenomenon which advertises prizes for news items with the guidelines "a fire, an accident, or a robbery". The prosaic is not news but the sensational is. For this reason, good public relations cannot rely wholly on publicity. Too frequently, publicity will be bad public relations.

The main avenue for public relations in education is the contacts the teacher makes, with pupils, with parents, with community organizations, and with school board members. The teacher who is doing a good job, who understands education, and who is able in the various contacts he makes with the public to develop understanding and acceptance, is doing a tremendous public relations service to education.

*Stanley Clarke*



## Calgary Separate School Board

Requires

for September 1, 1959

- elementary, junior high and senior high teachers
- one senior high and one junior high Industrial Arts
- one junior high Home Economics
- one physical education supervisor

Roman Catholics

City of Calgary schedule

Apply

**SUPERINTENDENT**

1347 - 12th Ave. S.W.

**CALGARY**

## ARE YOU PREPARED?

Prepare now for next term

## FILMS

## FILMSTRIPS

To avoid disappointment  
may we suggest you make  
your fall reservations now!

**Division of Visual Instruction**

**Department of Extension**

**University of Alberta**

**Edmonton, Alberta**

Now . . .

## POWDER TEMPERA

*You can DIP or MIX  
with excellent results!*



NOT dull  
clay-filled  
colour

but

**BRILLIANT  
OPAQUE  
PIGMENTS**

# REEVES

**POWDER TEMPERA**

SINCE 1766

# REEVES

16 APEX ROAD, TORONTO 19

## Year Books

for  
SCHOOLS  
LARGE  
AND  
SMALL

We  
Produce  
All Types  
of  
Printing

**COMMERCIAL  
PRINTERS LTD.  
EDMONTON**



The Librarian,  
Faculty Of Education,  
Edmonton 4, Alberta.



The humming bird heads straight for the sugar—and passes up the artificial sweeteners—when given a choice in actual tests. It takes a lot of energy for wings to beat 3,300 times a minute, and humming birds go instinctively to sugar for their energy requirements. The swift pace of modern living calls for a reliable source of quick energy. No food provides it as fast as pure sugar.

Schools throughout Alberta are studying the story of the growing and refining of sugar in Western Canada with our booklet "Energy from Sugar". Copies are available on request.

We have also prepared a film "From Sunshine to Sugar." In Alberta it is available through: The Central Alberta Film Federation, and The South Central Alberta Film Federation, National Film Board Canada, 713 Public Building, Calgary, and Edmonton Area Film Federation, Recreation Department Building, Edmonton, and Audio Visual Aids Branch, Government of the Province of Alberta, Edmonton

## **Canadian Sugar Factories Limited**

MAKERS OF PURE ALBERTA SUGAR  
RAYMOND, TABER AND PICTURE BUTTE, ALBERTA

